DOCUMENT RESUME

ED 361 127 RC 019 035

TITLE	Migrant Counselor's Handbook, Grades 9-12. Fourth Revision.
INSTITUTION	Texas Education Agency, Austin. Div. of Special Programs.; Texas Migrant Interstate Program, Pharr.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Aug 91
NOTE	188p.; Printed on multi-colored paper.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Counseling Techniques; *Counselor Role; Credits; Dropout Prevention; *Educational Opportunities; *Educational Planning; Federal Programs; Financial Aid Applicants; Higher Education; *High Risk Students; High Schools; High School Students; Job Skills; Migrant Education; *Migrant Programs
IDENTIFIERS	*Migrant Student Record Transfer System; Texas

ABSTRACT

The fourth revised edition of the migrant counselor's handbook emphasizes administration of the migrant counselor's duties, knowledge of procedures, and functional aids to carrying out work with migrant students. Part I provides definitions, explains counselor responsibilities and procedures, and includes in-state and out-of-state programs and financial aid opportunities for migrant students. Part II contains a counseling management system that includes suggested yearly calendars and timelines for the counselor's duties in the academic, social, and career domains. Part III offers counseling techniques and activities in the areas of self-concept, self-awareness and personal planning, decision making, values, career education, communication, and coordination. A bibliography contains 32 references. Appendices include: (1) legislative history and legal compliance; (2) a migrant-program counselor's flow chart; (3) a student inventory of guidance awareness; (4) a counseling and guidance student services form; (5) a record of counseling session form; (6) a teacher referral form; and (7) a glossary. (KS)

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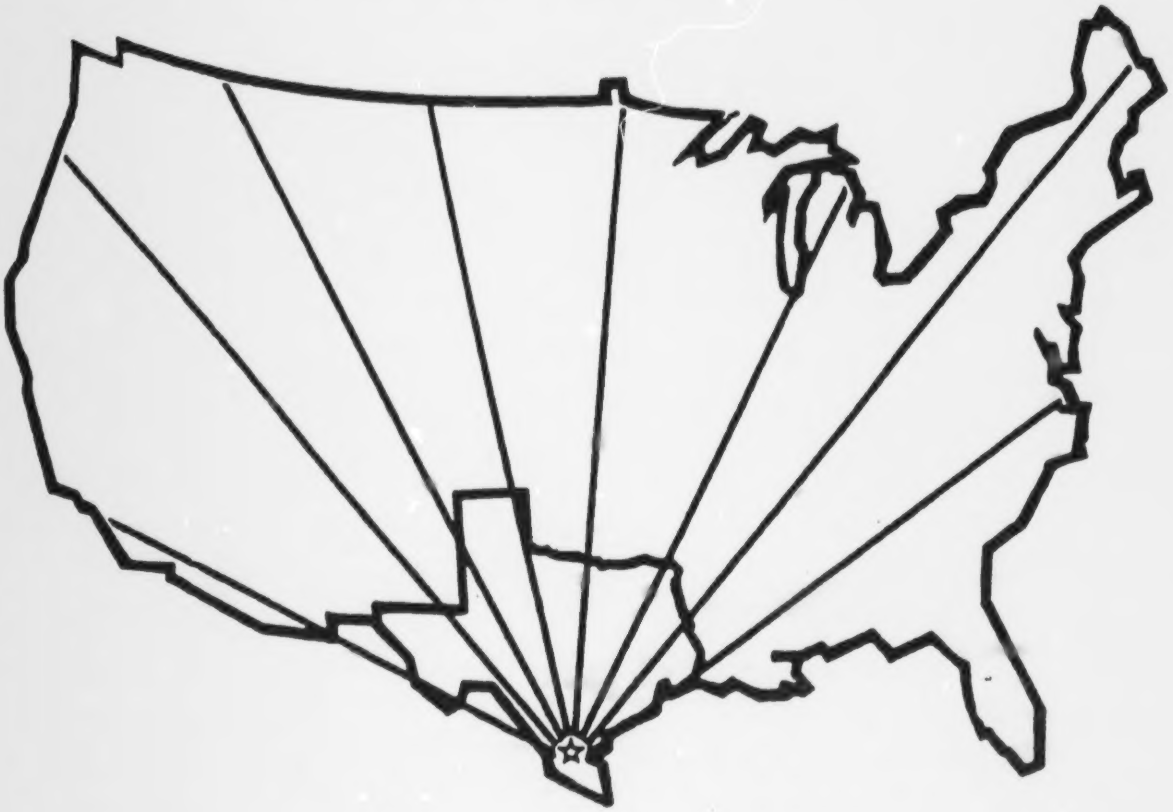
Migrant Counselor's Handbook



Grades 9-12
August, 1991

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AUGUST 1,1991

TO THE ADMINISTRATOR ADDRESSED:

The Texas Migrant Interstate Program has developed the **Migrant Counselor's Handbook - Secondary Level** under the direction of Jesús Vela, Jr., Program Director. This guide was developed primarily by a group of counselors who work with migrant students. Its intent is to assist migrant counselors, and others, in their roles to improve migrant students' achievement levels and graduation rates.

We support the counseling procedures, methods, and activities described herein and encourage you to use the handbook in planning and implementing your Migrant Education Program. We trust that this information will ultimately be beneficial to our secondary migrant students.

Sincerely,

Frank Contreras, Director
Special Programs Planning
and Implementation

MIGRANT COUNSELOR'S HANDBOOK

DEVELOPED AND COMPILED	JULY 1980 - AUGUST 1981
FIRST REVISION	JUNE 1985
SECOND REVISION	JULY 1986
THIRD REVISION	FEBRUARY 1990
FOURTH REVISION	AUGUST 1991

BY

TEXAS EDUCATION AGENCY

SPECIAL PROGRAMS PLANNING AND IMPLEMENTATION

TEXAS MIGRANT INTERSTATE PROGRAM
PHARR, TEXAS

MIGRANT COUNSELOR'S HANDBOOK

TEXAS MIGRANT INTERSTATE PROGRAM STAFF

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August 1991

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare, and the Texas Education Agency. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endoresement by the U.S. Office of Education should be inferred.

PREFACE

The word handbook may have many different meanings. Obviously, this handbook is not a summary of existing knowledge on counseling and guidance; rather it is an attempt to offer the migrant counselor and those who work with him a guide which should help him function more effectively. The chief emphasis, therefore, is administration of the migrant counselor's duties, and knowledge of the procedures he may follow and the functional aids he may employ in carrying out his work with the migrant students.

We hope this handbook will be of substantial help to inexperienced as well as experienced migrant counselors as they work toward assisting migrant students in their educational endeavors. However, this handbook should be useful reading for others seeking information about the role of the counselor. Administrators may learn the value of establishing a migrant counselor's position in a school system now lacking one. Administrators may also be encouraged to work with the counselor toward a more precise definition of the position. Teachers reading this manual may learn more about the variety of services rendered by the migrant counselor. Indeed, in many situations, the manual may be read to clarify the design of the migrant counselor's role in the school.

This Migrant Counselor's Handbook is the fourth revision of the original Counselor's Guide that was printed in 1981. These revisions were done by a group of counselors who attended a Secondary Migrant Education Developmental Workshop which was cooperatively sponsored by the Division of Special Programs of the Texas Education Agency and the Texas Migrant Interstate Program.

Each of the counselors listed below contributed ideas to this Migrant Counselor's Handbook.

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Special thanks are extended to the school districts listed and the other school districts that contributed in the development of this Migrant Counselor's Handbook.

TEXAS MIGRANT INTERSTATE PROGRAM

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PHILOSOPHY OF MIGRANT COUNSELING

The Migrant Counselor is instrumental in assisting migrant students in meeting their special needs in the areas of academic success, career guidance, and psychological adjustments. As a result, the migrant students will experience success in school and feelings of acceptance, by means of individualized instruction, development of language and mathematical skills, and regular school attendance. Moreover, through counseling, the migrant counselor strives to foster self-worth, thus enabling the students to express their potentialities and capabilities. If educational opportunities are available, migrant students will be able to function creatively with dignity and freedom.

INTRODUCTION

This handbook grew out of the need for secondary migrant counselors in the state of Texas to have access to migrant opportunities, general migrant counselor information, and alternatives for secondary migrant students. The handbook is not intended to be all-inclusive of the programs available, but rather a collection of information to assist the counselor in everyday guidance activities. The counseling needs of migrant students, while similar to those of non-migrants, require a more specifically managed process. The process is required due to the students' constant readjustment to a variety of educational environments, uncertainties of personal planning, and the variety of performance expectations and administrative policies of schools in credit accumulation and transfer.

The overwhelming agreement by members of the counseling group, as a purpose for this handbook, was the high nationwide dropout rate among migrant students. High school completion is still the goal for secondary students to achieve; however, in cases where local conditions and special circumstances prevent implementation of in-school programs, alternative methods of serving migrant students should be considered.

Hopefully this handbook will assist the migrant counselor with pertinent information concerning alternative educational methods and/or counseling activities to encourage migrant students to attain their goals.

PART I

THE MIGRANT COUNSELOR'S GUIDELINES AND PROCEDURES

Although much improvement has been made with the academic success of migrant students, still only 55% of the students in Texas ever graduate from high school. The nation has perhaps more than a million children whose parents harvest fruits and vegetables in fields from Florida to Maine, Mississippi to Michigan, and California to Washington State. Migrant children are born into some of the most severe poverty in the country and suffer from illnesses such as rickets, scurvy, pinworms, anemia, and malnutrition. They are isolated from the communities near their work. By twelve or thirteen years of age they join their parents in the fields and many spend the rest of their lives topping onions, pulling sugar beets, snapping tomatoes from the vine, and harvesting a variety of other crops.

Children of migrant workers are seldom in one school long enough to have a chance to really learn and achieve academically. In addition, many of them cannot speak English, or speak it only as a second language. Some never enter a classroom because they have to babysit with younger brothers or sisters or, what is most often the case, they must work in the field because even their meager earnings are needed to help sustain the family.

The transfer of migrant school records, while greatly improved, is still slow and often incomplete. Too many families stay only briefly in one place, moving on as a crop is harvested or the weather hastens ripening. When the new school asks the student the name of the town and last school attended, many students do not know enough logistical information to enable the new counselor to obtain the necessary academic information. As a result, counselors have a difficult task in determining the proper grades in which to place most migrant children. Furthermore, it may take several days of testing to place a student in the correct sequence of classes.

The Office of Education is constantly seeking new and better ways to help migrant children and youth by moving them out of the fields and into more rewarding occupations. Career education programs are being developed that will span from kindergarten through twelfth grade. These programs will give migrant children a picture of what occupations and professions lie beyond the vegetable fields and fruit orchards and will introduce them to the basic skills necessary to obtain meaningful, stable employment. Through guidance and counseling, migrant children will be able to arrive at realistic decisions about their future and will be more likely to achieve their occupational goals.

If migrant parents should stop their migrations, these children will continue to be helped. As migrants leave the migrant stream, Chapter I's Migrant Education Program will focus more and more on the Status 3 or Status 6 student--the migrant student who has not migrated in the last five years.

This change will result in redirecting the child's educational program. For years migrant children have filtered through rural schools. The new settling-in trend is not bringing migrants to our cities; and, the urban school is becoming the new educational arena of the migrant child. Therefore, Chapter I Migrant Education Program also must turn its attention to these new settings.

Still, hundreds of thousands of children will continue to follow the sun as their parents harvest the crops. These children never stay in one state long enough to receive credit for their studies or to successfully complete any total course of study. For the secondary student in particular, the nomad lifestyle has been a major problem. Now specific steps have been taken to remedy this situation. Courses offered in various states have been analyzed and grouped so that migrant children can receive proper course credit for classroom attendance. This effort has significantly altered the traditional credit system and permitted the involvement of all states in providing a more realistic response to the special needs of the migrant child. Participating states can transfer credits or partial credits to the homebase school to meet graduation requirements. A nationally recognized beginning in this effort is the Washington State-Texas Secondary Credit Exchange. Validated by the Office of Education and the National Institute of Education as an exemplary project, it offers alternative afternoon or evening sessions to serve high school migrant students in Washington State for the harvest season, and works to correlate the courses with those of the homebase school in order to assure transfer of completed or partial high school credits.

Since its inauguration in fiscal year 1967, the Title I Migrant Education Program has expanded to encompass 46 states and Puerto Rico, identifying 769,000 children with funding of $257 million. The money goes to state educational agencies which, in turn, assess needs and then make allocations to local school districts or other eligible applicants serving migrant children. Each year's allotment is based on a formula that takes into account the number of migrant children identified in a state and per pupil expenditures.

Chapter I Migrant Education Programs concentrate on identifying and meeting the specific needs of migrant children. Continuity of instruction is a top priority with a special focus on the individual educational problems of each child. Because you cannot teach a hungry child, lunches, snacks--even breakfast--are provided. Nutrition lessons are taught in the schools and health problems are handled. If a child cannot see properly, his eyes are examined. If he has trouble hearing, the source of the trouble is sought and a remedy, if possible, provided. Health, nutrition, and psychological services are among the first on the priority lists of Chapter I Migrant Education Program directors. So, too, are cultural development, and prevocational training and counseling.

Since the inception of the program, funding for these educational services has steadily increased--from approximately $10 million in fiscal year 1967 to $263 million in fiscal year 1990:

Fiscal Year	Allocation
1967	9,737,847.
1968	41,692,425.
1969	45,556,074.
1970	51,014,319.
1971	57,608,680.
1972	64,822,926.
1973	72,772,187.
1974	78,331,437.
1975	91,953,160.
1976	97,090,478.
1977	130,909,832.
1978	145,759,940.
1979	173,548,829.
1980	239,000,000.
1981	245,000,000.
1982	266,400,000.
1983	255,744,000.
1984	255,744,000.
1985	258,024,000.
1986	257,458,400.
1987	253,149,000.
1988	264,524,000.
1989	260,856,500.
1990	263,920,000.

In 1974, Public Law 93-380 extended the program to include children of migratory fishermen--those who move from place to place catching fish for commercial purposes or personal subsistence, and those working in the fish processing industry. Statistics are unavailable for the number of children involved in the migratory fishing industry, but states are now surveying their populations. Calendar year 1975 was devoted to recruiting the children of migrant fishermen and enrolling them in the program. Currently, nearly 7,000 of these children are being served. These youngsters receive the same special services as the children of migrant agricultural workers.

In both instances, the children may participate in the program for 5 years after their families stop migrating. These students continue to need special educational services to assist them in becoming full-fledged members of their new communities. For many of them, it will be their first opportunity to receive a full year of uninterrupted schooling.

MIGRANT CONTRIBUTIONS

Historically, migrant seasonal farm workers have experienced the worst of social conditions. Their contributions to society have often been ignored and/or seldomly acknowledged. Migrants have made contributions in many professional areas; some have experienced prominence in the arts and the humanities. Their most significant contributions have been their labor in the harvesting of crops, packing sheds, and canneries. These activities are most significant because they facilitate the availability of food and have a role in the economic structure.

However, as farm technology becomes more advanced and sophisticated, it becomes imperative that farm workers and their children participate in alternative career and work opportunities. Predictions indicate that the need for farm labor will continue to decrease. Precautions are needed to ensure that farm workers will have an opportunity to obtain marketable skills. Statistics indicate that there were 126,389 migrants in Texas in 1984, and that their number is expected to increase yearly; the number projected for 1990 is 196,000.

The educational system can be a viable institution in facilitating the transition for migrant children into the world of work. Due to the unique needs and experiences of migrant children and their early participation in the labor force they oftentimes have been excluded from fully participating in the educational process. Schools have been charged with providing meaningful academic and vocational experiences for all children. There is a responsibility to provide opportunities for these children to continue making significant contributions.

ELIGIBILITY DEFINITIONS (U.S. OFFICE OF EDUCATION)

Currently Migrant

"Currently migrant child" means a child:

- Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and
- Who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to seek and/or obtain temporary or seasonal employment in an agricultural or fishing activity.

Formerly Migrant

"Formerly migrant child" means a child who:

- Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child;
- Lives in an area served by a Chapter I Migrant Education Project; and
- Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

Agricultural Activity

"Agricultural activity" means:

- Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principle means of personal subsistence;
- Any activity directly related to the cultivation and harvesting of trees.

Fishing Activity

"Fishing activity" means:

- Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principle means of personal subsistence;
- Any activity directly related to fish farms.

Interstate

An interstate migratory child is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Intrastate

An intrastate migratory child is a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Migratory Agricultural Worker

"Migratory agricultural worker" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in an agricultural activity.

Migratory Fisher

"Migratory Fisher" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in a fishing activity.

Migrant Child's Guardian

"Guardian" means:

- A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law;
- A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary state if formal guardianship proceedings were undertaken; or
- A person standing in the place of a parent to a child.

Classification of the Migrant Students

The six status classifications of the migrant student are:

- "1" Interstate-Agriculture
- "2" Intrastate-Agriculture
- "3" Five-year provision-Agriculture
- "4" Interstate-Fishermen
- "5" Intrastate-Fishermen
- "6" Five-year provision-Fishermen

MIGRANT COUNSELOR DUTIES AND RESPONSIBILITIES

To successfully serve migrant students, migrant counselors must have access to all types of information and must demonstrate certain skills. The information a counselor needs to effectively serve migrant students goes beyond the facts and data contained in the school's permanent records. Examples of helpful information are familiarity with the history and development of migrant education, patterns of migration, and a clear understanding of cultural and economic differences.

The basic counseling skills of empathy, unconditional positive regard, and genuineness are also a necessity for migrant counselors. The migrant counselors need to demonstrate a genuine interest in the students' well-being, to initiate contact for both formal and informal reasons, to be active liaisons between migrant students and school administrators, and to be advocates for migrant educational services. By modeling some of the aforementioned roles, the migrant counselors can facilitate the counseling process and provide migrant students with much needed services.

The migrant counselors' roles and duties are dependent on the characteristics of their schools' migrant population. Counseling services for migrant students will be additional to those provided by the foundation program to all students.

A school setting with a migrant population that is primarily composed of currently migratory students must address itself to a very mobile population. Early departure and late entry into the district, loss of academic credits caused by non-attendance while the families relocate or search for work, and constant interruptions in education create special problems for the districts serving the migrant population. Districts consisting primarily of a Status III population are faced with students that are adjusting to a non-migratory lifestyle, curriculum that possibly could address itself to enrichment and finally, students whose values and attitudes are being modified as their lifestyles become more like that of their peers.

The migrant counselors are responsible for providing supplemental guidance services to migrant students. Supplemental services are those services that are above and beyond the guidance services received by the total school population. If the guidance activity is necessary for all students (i.e., scheduling), it is not supplemental. Supplemental services (i.e., secondary credit accrual), although of a great benefit to the migrant students, might not be provided to the total school population.

The migrant counselors are responsible for the following activities:

Secondary Credit Exchange

The migrant counselors are responsible for the completion of the migrant credit accrual forms on the Status I, II, IV, and V migrants at the end of each semester. The withdrawal grades and recommended schedule for each student must be reported. Partial grades will be consolidated for credit accumulation.

Individual Counseling

One-to-one sessions with migrant students may be held for informal contact or to follow up on specific problems such as academics, personal problems, etc. The migrant counselors may conduct counseling sessions to determine students' needs and assist them in solving their problems by:

(a) referrals to appropriate programs or services available

(b) additional counseling in the perceived areas of need.

Group Counseling

Small group counseling sessions of approximately three to eight students may be held to discuss such topics as values clarification, improvement of study habits, etc.

Classroom Activities

The migrant counselors may visit classrooms with a majority of migrant students to become familiar with their needs and concerns, to disseminate pertinent migrant program information and an update of special course availability for migrants, and to provide social awareness through counseling activities.

Identification of Students

The migrant counselors have the responsibility to assist in the recruitment and identification of migrant students according to program guidelines. They also assist in updating rosters of the changing status of migrant students.

Public Relations

The migrant counselors may contact local radio stations and/or newspapers to keep the community abreast of all migrant functions.

Parental Involvement

The migrant counselors may attend Parent Advisory Council meetings and provide parents with information on topics that may be relevant to their needs. Parents should be informed of school policies and the effect of those policies on the students.

Tutorial Activities

The migrant counselors may help migrant students to assess their tutorial needs and determine placement in tutorial activities that best serve their needs. The organization, implementation, and recordkeeping may be part of this activity.

Referral and Community Resources

The migrant counselors can be most helpful to migrant students by knowing the community resources that are available to migrant families and the procedures for these resources to be fully utilized.

Dissemination of Information

The migrant counselors may gather information in many areas of interest for students--emotional development, responsible behavior, availability of job, etc.,--and see that students have access to the information.

Early Withdrawal/Late Entry Policy

The migrant counselors will work with school administrators in the organization, implementation and maintenance of a general migrant program early withdrawal and late entry policy. Meetings with parents, students and teachers will be recommended and necessary for cooperation and coordination of efforts.

Consultation Services

The migrant counselors may conduct counseling sessions with teachers of migrant students to:

(a) bring awareness of problems that migrant students face (academic, personal, vocational);

(b) discuss the migrant counseling and tutorial services available for eligible students;

(c) discuss the administration and grading of final examinations for migrant students who withdraw early; and,

(d) discuss auditing students' status and design a plan to allow students to work towards credit.

The migrant counselors may or may not assist with the Minimum Foundation Guidance Program for all students. The following activities are examples in which the migrant counselors may or may not give assistance depending on the relevancy of the activity of migrant students:

Coordination with Minimum Foundation Teachers, Principals, and School Resources

The migrant counselors may address themselves to special academic needs that students may be experiencing--special reading and/or tutorial classes, etc.

Scheduling and Course Sequencing

The migrant counselors may work with the Minimum Foundation counselor to supplement their activities and make sure that migrant students are scheduled according to a specific plan.

Graduation Plan Advisement

Records indicate that a majority of migrant students are enrolled and/or graduating with an emphasis in vocational related courses. Students should be made aware of their potentials to perform successfully in the advanced high school and advanced high school with honors courses, in an effort to enhance the graduation rate of migrant students. A great majority of migrant students obtain high achievement scores in academic areas. Teacher recommendations, past performance, attendance records, effort and student interest should also be considered when advising students in choosing their graduation plans.

Dropout Prevention Strategies

According to a statewide study, the dropout rate in general is high and more so within the migrant student population.

Migrant counselors should identify high risk dropout students as early as possible to prevent possible dropouts. Criteria for identifying includes:

- low income
- single parent
- living with other than natural parent
- low grade/below grade level
- poor attendance record
- health problems
- drug- & alcohol-related problems
- retained more than once
- parental educational level (low)
- low self-esteem
- pregnancy/marriage
- migrating
- after-school employment
- large family

After identification of the high-risk students has been cited, the counselor should provide intervention strategies and make students aware of other available services such as:

- one-on-one counseling
- group counseling
- family counseling/home visits
- tutoring
- Mental Health & Mental Retardation (MHMR)

- church
- civic organizations
- study skills
- decision-making skills
- self-concept
- coping skills
- goal setting
- time management skills
- values clarification
- governmental & private agencies
- student recognition

Appraisal

The migrant counselors may address themselves to the overall goals of the school's testing program and adapt it to the needs of migrant students.

Career Planning

The migrant counselors may assist migrant students by providing information on all of the special programs designed to serve migrants at the post-secondary level.

Financial Aid

The migrant counselors may conduct mini-group sessions with post-secondary bound students for the purpose of learning the intricacies and details of completing financial aid forms.

Extracurricular/School Involvement

The migrant counselors may assist students in identifying interests and guiding them in the direction of becoming involved and active in school activities.

This listing of activities and responsibilities is, by no means, all-inclusive. The migrant counselors' unique school situation and migrant population will determine their needs and prioritization. A sample counselor's daily log form is provided on the next page.

SAMPLE

COUNSELOR: ____________________

COUNSELOR'S DAILY LOG

DATE: ____________________

STUDENT	REASONS FOR CONTACT										PUPIL SERVICES					CONFER/CONSULT												OTHER			REMARKS
	ATTENDANCE	ACHIEVEMENT RECORDS/TRANCIPTS	BEHAVIOR	HEALTH	HOME PROBLEMS	PERSONAL SOCIAL ADJUST	SCHEDULING	TEACHER/STUDENT RELATIONSHIP	TESTING	VOCATIONAL/CAREER	INDIVIDUAL COUNSELING	GROUP GUIDANCE	TESTING/SCORING INTERPRETATION	CLASSROOM VISITS/ OBSERVATIONS	HOME VISTS	TEACHER	PARENT	PRINCIPAL	NURSE	TELEPHONE CALL	PARENT/TEACHER	PARENT/STUDENT	TEACHER/STUDENT	PRINCIPAL/STUDENT	TEST RESULTS TO PARENTS/TEACHERS, ARD	OTHER/STAFF, AGENCIES, ETC.	MEETINGS/CONFERENCE INSERVICE	CLERICAL, ETC.	PLANNING, EVAL. PREPARATION	DATA COLLECTION	

OTHER ACTIVITIES:

SECONDARY MIGRANT COUNSELORS' COMPETENCIES

Secondary migrant counselors trying to meet the needs of the migrant students must possess and exhibit certain competencies. Some of these competencies are listed below:

- Update credit accrual forms and/or check withdrawal forms for credits or partial credits awarded while attending a migrant or a regular school program.
- Facilitate and/or assist the regular counselor and the vocational counselor with activities in the vocational, social, and academic domains as those activities are related to the needs of migrant students.
- Inform the regular school counselor of the data on the MSRTS Educational Record to determine proper course selection.
- Assist the regular counselor with preregistration, orientation on graduation requirements, and registration activities as related to the migrant student's academic and vocational needs.
- Assist the counselor in providing job opportunities for migrant students completing vocational courses.
- Assist the counselors at "feeder" schools to explain vocational programs to prospective migrant vocational students.
- Organize activities to disseminate information on migrant programs with emphasis on graduation requirements and school board policies as stated in the student handbook.
- Communicate effectively through oral or written language with administrators, faculty, parents, students, and the community.
- Evaluate testing information as related to the migrant students' needs, such as academic and occupational.

- Organize and facilitate individual and group counseling sessions.

- Interview and screen migrant students for migrant scholarships and awards.

- Plan field trips, organize assemblies, and schedule career speakers and college representatives.

- Write letters of recommendation for scholarships, employment, and college applicants.

- Provide information about the different types of financial aid available and assist in the completion of financial aid forms.

- Interview and/or supervise tutors or peer tutors for employment in the migrant tutoring program.

- Present guidance information to groups or classes in an effective manner.

- Utilize a variety of methods to communicate current resource information to parents, staff, and students.

- Assist the administrative staff with duties and functions requiring a cooperative effort between the administration and counseling departments.

- Provide innovative ideas and techniques by reading professional materials, participating regularly in workshops, and belonging to professional groups.

- Collect data and maintain student records.

- Serve as a resource person.

NEEDS ASSESSMENT

A prerequisite to any guidance/counseling program is a needs assessment. A major purpose for conducting a needs assessment is to compare actual performance of migrant students with the district's goals. Assessing needs is the process of moving from the present to a desired goal which provides a valid starting point for educational improvement. Although documented needs are emphasized, perceived needs are an integral part of identified problems. Based on need, priorities are determined accordingly.

Migrant counselors have a wealth of information available to them that can facilitate the counseling planning process. Two resources are:

- The information in the district's proposal; and,
- Records that the districts have maintained on migrant children.

In addition to these resources, the counselors can survey all eligible migrant children to determine if any changes are necessary in the proposal. The counselors can survey the characteristics, needs, concerns, and special problems the students may be experiencing. The counselors can take into consideration the following:

- Intellectual--achievement and academic performance on tests, current classroom placement, participation in supplementary activities (reading, math, tutorial programs) and extracurricular activities
- Physical--clothing, dental, and overall health problems that merit attention and possible modification
- Psychological--special behavioral problems that merit attention and possible modifications

- Cultural--values, attitudes, migration patterns and the impact on school attendance
- Parental--influence, support, and participation in students' academic achievements
- Socio-economic--poor housing standards, transient movement in search of employment, and economically disadvantaged
- Community and ancillary resources/services -- Department of Human Resources, Housing Authority, Catholic Charities, Women's Educational and Employment Services
- High attrition rate among secondary migrant students

A comprehensive needs assessment must include the needs and concerns of the school district. Some instruments to consider when assessing students' needs are:

1. Grades on transcript
2. Scores, percentiles, grade equivalents and NCE scores or any achievement test instrument used by local school districts
3. Texas Educational Assessment of Minimum Skills/Texas Assessment of Academic Skills
4. Language Assessment Scale - level of language proficiency for placement

Coordination with teachers, principals, supervisors, superintendents and school boards can make a significant difference in the overall success and integration of any migrant program.

Upon completion of the needs assessment and prioritization of needs, objectives can be developed. The objectives indicate what is to be done to meet the needs as identified. They must flow directly from the needs assessment, and must state, in measurable terms, the outcomes that are expected as a result of the program. The evaluation design must follow in terms of continuity, from needs to objectives, through activities to final evaluation.

The following are forms that can be used as part of a needs assessment.

ACADEMIC PROGRAM EVALUATION
BASED ON CALIFORNIA ACHIEVEMENT TEST RESULTS

PROGRAM/COMPONENT ____________________ CAMPUS ____________________

	TOTAL READING							TOTAL MATH						
GRADE LEVEL	NUMBER OF STUDENTS IN PROGRAM	NUMBER OF STUDENTS WITH PRE/POST NCE	SUM OF PRE-TEST NCE SCORES	AVERAGE PRE-TEST NCE SCORE	SUM OF POST TEST NCE SCORE	AVERAGE POST-TEST NCE SCORE	AVERAGE GAIN/LOSS IN NCE'S	NUMBER OF STUDENTS IN PROGRAM	NUMBER OF STUDENTS WITH PRE/POST NCE	SUM OF PRE-TEST NCE SCORES	AVERAGE PRE-TEST NCE SCORE	SUM OF POST-TEST NCE SCORE	AVERAGE POST-TEST NCE SCORE	AVERAGE GAIN/LOSS IN NCE'S
PRE-K														
K														
1st														
2nd														
3rd														
4th														
5th														
6th														
7th														
8th														
9th														
10th														
11th														
12th														
TOTAL														

COMPARISON OF C.A.T. TOTAL READING SCORES IN LEA, 1984-85 SCHOOL YEAR
COMPARISON OF ALL STUDENTS, FOUNDATION, CHAPTER I REGULAR, AND CHAPTER I MIGRANT STUDENTS BY GRADE LEVEL

JR. HIGH	ALL STUDENTS		FOUNDATION		CHAPTER I REGULAR		CHAPTER I MIGRANT	
	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE
GRADE 7	601	43.5	186	54.9	349	35.8	218	39.6
GRADE 8	605	47.1	179	60.2	332	38.9	237	41.8

HIGH SCHOOL	ALL STUDENTS		FOUNDATION		CHAPTER I REGULAR		CHAPTER I MIGRANT	
	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE	NUMBER STUDENTS TESTED	MEAN NCE
GRADE 9	640	46.7	313	53.9	104	33.8	243	42.1
GRADE 10	458	46.9	259	52.5	38	30.6	168	41.0
GRADE 11	444	45.7	273	49.2	19	28.9	161	40.8
GRADE 12								

TESTING

Good test data can reveal much about the academic strengths and weaknesses of migrant students. Recognizing that tests vary tremendously, they can be used to identify, to determine priorities, and to plan instruction accordingly. Even though some special program requirements call for placement by test results, it is not always recommended that these results be used as a sole criteria in determining the needs of migrant students. Testing is an important facet of an educational program, but many times other criteria should be considered such as teacher recommendations, academic progress, grades, instructional level and students' interests and educational goals.

The following questions can be very useful in addressing the district's testing program:

- What kinds of tests are used?
- Are the scores interpreted according to grade equivalents, normal curve equivalents, percentiles, and/or stanines?
- Does the test instrument allow for functional level (out of level) testing?
- Is a practice test included?
- Does the test make any allowance for a Limited English Proficient (LEP) student?
- Are you allowed to use a second language for giving the directions?
- Which abilities does the test assess?
- Does the test give equal weight to various types of abilities, and is this equality reflected in the scoring system?
- How free from the most obvious kinds of culture bias does the test appear to be?
- How will the results be utilized?

The school's response to some of the aforementioned questions could be helpful in designing a testing program to meet the needs of the migrant population.

Some of the instruments used to assess language are Bilingual Syntax Measure (BSM) and Language Assessment Scales (LAS). A brief description of each is included.

Bilingual Syntax Measure (BSM)
Medida de Sintaxis Bilingue
Grades K-12

The BSM is an individually administered instrument used to identify the students' mastery of basic oral syntactic structures in both English and Spanish; suitable for diagnosis and placement, as well as for summative and formative evaluation.

Language Assessment Scales (LAS)
Level I (K- 5)
Level II (6-12)

The LAS is an individually administered instrument to assess linguistic proficiency in English and Spanish. Test results diagnose specific oral language problems in auditory discrimination, phoneme production, vocabulary, aural comprehension, and oral expression.

A list of tests, suggested testing dates, grade levels, forms, and their publishing companies are listed on the following page. Some of the most widely used achievement tests are further described in detail. This information may be helpful if you are in the position of selecting a testing instrument for your district.

TESTING FOR POST-SECONDARY EDUCATION (College Entrance Exam)

All colleges and universities require that a student submit either an ACT or SAT score. College admission and academic scholarships are awarded on the basis of test scores and class rank. In addition, students entering any Texas public college, university, or technical institute are now required to take the

Texas Academic Skills Program (TASP) test. Counselors should emphasize the importance of students doing their best on these exams. Counselors should also advise students of test dates, deadlines, fees and have information available concerning waivers. Test taking strategies and practice tests may help relieve test stress and anxiety.

PSAT - A Pre-Scholastic Achievement Test prepares a student for the SAT and may qualify a student for a National Merit Scholarship.

SAT - A Scholastic Achievement Test has two sections: English and Math

ACT - An American College Test has four sections: English, Mathematics, Reading, and Science Reasoning. It is generally administered at specific or regular times throughout the year at designated sites.

TASP - The Texas Academic Skills Program (TASP) has three sections: writing, reading, and mathematics. Students must take the test prior to accumulating nine (9) or more college-level semester credit hours or the equivalent.

TAAS - The Texas Assessment of Academic Skills (TAAS) is a new testing program implemented by the Texas Education Agency and scheduled to begin in October 1990 for the period of 1990-1995. The TAAS both extends and expands the current Texas Educational Assessment of Minimum Skills (TEAMS). The TAAS test will be administered to students in grades 3,5,7,9, and 11 (exit level) and will test the subject areas of writing, reading, and mathematics.

1990-1991 TAAS Testing Dates

Grades 3, 5, 7, 9 and Exit Level

Tuesday	October 16, 1990	Writing
Wednesday	October 17, 1990	Reading
Thursday	October 18, 1990	Mathematics

Exit Level

Tuesday	April 2, 1991	Writing
Wednesday	April 3, 1991	Reading
Thursday	April 4, 1991	Mathematics

TEAMS - Students who were first tested during the TEAMS program and did not pass one or both sections of the TEAMS test will have an opportunity to retake the TEAMS test in October 1990 and April 1991. Section 101.2, paragraph (b) of the Texas Administrative Code states that these students may retake the test each time the test is administered until mastery is attained. The following TEAMS test dates will correspond with the TAAS test administration in order to minimize disruption of normal class schedules and complete all testing during the three day period.

1990-1991 TEAMS Testing Dates

Exit Level

Wednesday	October 17, 1990	English language arts
Thursday	October 18, 1990	Mathematics
Wednesday	April 3, 1991	English language arts
Thursday	April 4, 1991	Mathematics

Questions about these testing dates or the TAAS or TEAMS testing programs should be directed to the Texas Education Agency Division of Student Assessment at (512) 463-9536.

TRANSFER OF PROGRESS

Information on TEAMS/TAAS tests results can be transferred to other schools by:

- student's copy
- MSRTS (MSRTS Reporting Procedures may be found in the Secondary Credit Accrual Manual.)
- transcript
- written request
- phone

TESTING INFORMATION

TEST NAME	TESTING RANGES	GRADE LEVELS	FORMS	PUBLISHER
*California Achievement Test 1977	09/22-11/17, 03/23-05/18	P-12	C/D	CTB/McGraw-Hill
*California Achievement Test 1985	10/01-10/07, 04/08-04/15	P-12	E/F	CTB/McGraw-Hill
CAP 1980	09/24-11/04, 04/01-05/13	P-12		Scott Foresman
CIRCUS 1979	09/15-10/25, 04/20-05/31	P-3		Addison-Wesley
*CTBS 1981	09/24-11/04, 04/08-05/20	K-12		CTB/McGraw-Hill
*DMI 1983	10/13-11/24, 04/13-05/25	K-8		CTB/McGraw-Hill
Gates-McGinite 1978	09/25-11/04, 04/25-05/31	1-12		Riverside
ICRT 1979	08/30-10/05, 04/25-05/31	1-8		Educational Progress
Iowa Test of Basic Skills 1978	10/10-11/20, 04/08-05/18	K-8		Riverside
Iowa Test of Basic Skills 1985	10/15-11/16, 04/15-05/17	K-8	G/H	Riverside
*Metropolitan Achievement 1978	09/25-11/04, 04/01-05/10	K-12		Psychological Corporation
*Metropolitan Achievement 1985	10/01-10/30, 04/01-04/30	K-12	L/M	Psychological Corporation
National Test of Basic Skills 1985	10/03-11/03, 04/10-05/08	P-12	1/2	American Testronics
Nelson Reading 1977	09/23-11/02, 03/06-04/15	3-9		Riverside
*PRI 1980	09/15-10/25, 04/20-05/31	K-9		CTB/McGraw-Hill
SDMT 1976	09/18-10/28, 04/08-05/18	1-13		Psychological Corporation
SDMT 1984	09/20-10/19, 04/21-05/19	1-12		Psychological Corporation
SDMT 1976	09/18-10/28, 04/08-05/28	1-13		Psychological Corporation
SDRT 1984	09/21-10/19, 04/21-05/19	1-12	G/H	Psychological Corporation
SESAT	Downward Stanford			Psychological Corporation
SRA Achievement 1978	09/10-10/20, 04/02-05/12	K-12		SRA
Stanford Achievement Test 1982	09/18-10/18, 04/18-05/28	1-9		Psychological Corporation
STEP	09/15-10/25, 04/20-05/31	3-12		Addison-Wesley
Survey of Basic Skills 1985	09/20-10/18, 03/28-04/25	K-12	P/Q	SRA
TAP 1985 (Upward ITBS)	10/15-11/16, 04/15-05/17	9-12	G	Riverside
TASK	Upward Stanford	8-12		Psychological Corporation

Metropolitan Achievement Tests: 5th Edition-Battery (MAT) Grades K-12

This is a norm-referenced achievement test consisting of eight battery levels and measuring performance from the beginning of Kindergarten through Grade 12. These tests yield criterion-referenced data, including estimates of Instructional Reading Levels. Instructional tests in reading, mathematics, and language provide in-depth, objective-based analysis.

Comprehensive Tests of Basic Skills (CTBS) Grades K-12

The CTBS tests measure the students' knowledge of various broad areas of the curriculum. They have norms and provide a means of evaluating achievement of the fundamental academic goals of the school. This series of norm-referenced achievement tests measure basic skills in reading, language, spelling, mathematics, reference skills, science, and social studies.

California Achievement Tests (CAT) Grades K-12

The purpose of these tests is to provide information for use in making educational decisions leading to the improvement of instruction in the basic skills. These tests measure knowledge and understanding in reading, mathematics, language, spelling and reference skills at ten overlapping levels so that one completely articulated test series measures achievement growth from the beginning of Kindergarten through Grade 12.

Iowa Tests of Basic Skills (ITBS) Grades K-9 (Levels 5-14)

The purpose of these tests is to assess the students' progress in the basic skills. It consists of ten test levels and includes the following areas: Listening, Work Analysis, Vocabulary, Reading, Language, and Mathematics.

Another important aspect of testing is the preparation of students. It is important that students anticipate the tests with interest rather than anxiety. The students should realize that they are taking an achievement test that will yield information about the skills they need to learn, as well as the skills they have already mastered. The counselor needs to assist the examiners in preparing students for testing and establishing a relaxed atmosphere by suggesting the following:

- Point out that some items are more difficult than others, and some material may be new to them.
- Reassure students that they will be given ample time to do their best.
- Emphasize that the test requires no special preparation and that the test will not affect their school grades.
- Encourage students to do their best and convey to them the importance of tests.

The counselors need to ensure that all examiners are well prepared. Examiners must become thoroughly familiar with the testing schedule, the test content and the directions for administration. The following guidelines and procedures are suggested to help plan and conduct the testing sessions.

- Become familiar with the test content by taking the test and rehearsing its administration.
- Have all materials assembled for a quick distribution.
- Follow the specific directions for administering each test. Be precise.
- Allow time for questions before beginning the testing session.
- Make sure all students understand what they are to do before beginning.
- Monitor the students to be sure each student is marking the answers properly.
- Observe the time limits for those tests that are timed.
- Do not allow students to work longer than the specified time.

Coordination between teachers and counselors is essential to enhance the test performance of all students. Teachers play an important role in teaching test-taking skills. Some skills that need to be emphasized are:

- Provide students with practice tests. This familiarizes them with the test format and gives them experience in marking their answers properly.
- Emphasize the importance of following directions throughout the school year.
- Provide for skimming and scanning skills, training students to look for key words.
- Train students to use the time wisely since many sections have time limits. Students should be encouraged to make their most careful choice for each item and then to go on.
- Encourage students to attempt all items, even those with content that is unfamiliar. Avoid using the term "guessing," as this may encourage random marking.

Administrators, counselors and teachers must coordinate efforts to enhance the test performance of all students not only by preparing students but also by providing them with the best testing environment possible. Individual student needs should always be taken into consideration when administering tests, especially with unique students such as migrant students.

HIGH SCHOOL GRADUATION

English Language Arts	4
Mathematics	3
Science	2
World History or World Geography	1
U.S. History	1
U.S. Government	½
Economics	½
Physical Education	1½
Health	½
Electives	7
TOTAL:	21

HIGH SCHOOL ADVANCED

English Language Arts (English I, II, III, IV - Academic Journalism, Creative Writing, Debate and Introduction to Speech Communication can substitute for English IV.)	4
Mathematics (Algebra I, Algebra II, and Geometry - If credit is given for any of these courses in Grade 7 or 8, then the student must complete three units from high school math subjects.)	3
Science (Selected from Physical Science, Biology I and II, Chemistry I and II, Physics I and II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management or Physiology and Anatomy.)	3
Other Languages	2
World History or World Geography	1
U.S. History	1
U.S. Government	½
Economics	½
Physical Education	1½
Health	½
Computer Science (Selected from Computer Mathematics I and II, Business or Vocational Data and Word Processing, Business or Vocational Computer Programming, Computer Science I and II)	1
Fine Arts (Selected from State Board of Education Approved Courses)	1
Electives	3
TOTAL:	22

HIGH SCHOOL GRADUATION

English Language Arts	4
Mathematics	3
Science	2
World History or World Geography	1
U.S. History	1
U.S. Government	½
Economics	½
Physical Education	1½
Health	½
Electives	7
TOTAL:	21

HIGH SCHOOL ADVANCED

English Language Arts (English I, II, III, IV - Academic Journalism, Creative Writing, Debate and Introduction to Speech Communication can substitute for English IV.)	4
Mathematics (Algebra I, Algebra II, and Geometry - If credit is given for any of these courses in Grade 7 or 8, then the student must complete three units from high school math subjects.)	3
Science (Selected from Physical Science, Biology I and II, Chemistry I and II, Physics I and II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management or Physiology and Anatomy.)	3
Other Languages	2
World History or World Geography	1
U.S. History	1
U.S. Government	½
Economics	½
Physical Education	1½
Health	½
Computer Science (Selected from Computer Mathematics I and II, Business or Vocational Data and Word Processing, Business or Vocational Computer Programming, Computer Science I and II)	1
Fine Arts (Selected from State Board of Education Approved Courses)	1
Electives	3
TOTAL:	22

ADVANCED HIGH SCHOOL PROGRAM WITH HONORS

Same as advanced high school program with the following addition: Students must take at least five (5) courses designated as "Honors Courses" as approved by the Board of Trustees and the State. Selection of these honor courses will be from the English, Math, Science, and Social Studies departments.

S61.65 Absences.

Statutory Citation

Texas Education Code, S21.041. Absences

"(a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 80 days during a semester.

"(b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than 80 days during a semester. Each board may determine the number of committees needed in the district and the composition of each committee. The committees may give class credit to a student who is in attendance fewer than 80 days during a semester because of extenuating circumstances. Each local school board shall establish guidelines to determine what constitutes extenuating circumstances, subject to rules adopted by the State Board of Education, and shall adopt policies establishing alternative ways for students to make up work or regain credit lost because of absences. The State Board of Education shall submit its rules adopted under this section to the Legislative Education Board for review to ensure compliance with legislative intent. A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.

"(c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.

"(d) If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.

"(e) This section does not affect the provision of Section 21.035(f) of this code regarding a student's excused absence from school to observe religious holy days."

Rule

(a) For purposes of reviewing student absences, extenuating circumstances include but are not [are] limited to the following:

  (1) an execused absence as defined by Texas Education Code S21.035 (relating to Violations of Attendance Requirements);

  (2) days of suspension for which students have satisfactorily completed assignments for the suspension period as provided in Texas Education Code, S21.301(h);

  (3) participation in a court proceeding or a child abuse/neglect investigation in accordance with S129.62 of this title (relating to Court-Related Students);

  (4) the late enrollment and/or early withdrawal of a migratory student as defined by 34 Code of Federal Regulations S201.3;

  (5) days missed by a runaway as defined by Texas Family Code S51.03 (relating to Delinquent Conduct; Conduct Indicating a Need for Supervision);

  (6) completion of a competency-based education program for students identified as at-risk in S75.195 of this title (related to Alternatives to Social Promotion) and dropouts;

  (7) the late enrollment or early withdrawal of a student placed in or having resided in a community care home by the Texas Youth Commission (TYC);

  (8) the absences of a teen parent due to caring for his/her child; and

  (9) participation in a substance abuse rehabilitation program.

(b) Each school district shall adopt policies establishing alternative ways for students to make up work missed or regain credit lost because of absences for extenuating circumstances. Alternative ways for students to make up work missed or regain credit include tutorials, evening school, Saturday classes, correspondence courses, independent study projects, computer assisted instruction, student contracts, and summer school.

(c) Each school district may adopt policies establishing alternative ways for students to make up work missed or regain credit lost due to unexcused absences. A district may impose a grade adjustment on the work made up by a student for an unexcused absence. Districts adopting such policies shall file a copy of the policies with the commissioner of education upon approval of the policies by the district board of trustees.

(d) Provisions under (c) of this rule do not permit or allow credit for work missed due to student absences for participation in extracurricular activities in excess of those permitted in S97.113(a) and (b) of this title (relating to Student Absences for Extracurricular Activities).

(e) For students, grades K-eight, absences may be aggregated on the basis of 160 days per year.

(f) Absences in excess of those permitted under S97.113 of this title (relating to Student Absences for Extracurricular Activities) may not be considered as extenuating circumstances.

(g) For students identified in S89.211 of this title (relating to Handicapped Students) as handicapped students, the admission, review and dismissal (ARD) committee shall determine absences due to the handicapping condition as extenuating circumstances. The ARD committee shall determine any modifications necessary regarding work to be made up by the handicapped student in order to regain class credit lost due to the absences.

(h) The attendance committee shall hear all cases where a student's attendance falls below 80 days and a petition by the student or the student's parent, legal guardian or other person having lawful control pursuant to an order of a court has been filed and may review other cases at local option. The hearing may be a review of student attendance records and other appropriate documents; an oral presentation before the committee with the student, his or her parent, or other appropriate representatives such as case worker or substance abuse counselor; or another process established in policy by the district.

(i) If a student has an absence that the district recognizes as an extenuating circumstance and if the student satifactorily makes up missed work, the student shall be considered in attendance for purpose of computing compulsory attendance under TEC 21.032 and for driver's license eligibility under Texas Revised Civil Statutes, Articles 6687b.

S75.169 AWARD OF CREDIT, GRADES Nine-12

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Courses for which credit is awarded shall be provided in accordance with this subsection.

1. Courses offered for a unit of credit in grades nine-12 shall be scheduled for a minimum of 160 clock hours of class instruction. A unit of credit is the equivalent of the study of a subject that is scheduled for a minimum of 160 clock hours, which traditionally is one 55-minute period per day for the 175-day school year. A one half unit of credit is 80 clock hours. This definition is based on the usual operation of schools. Deviations from the usual operations are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.

2. Each school district shall establish a system of reporting grades and credit earned. To determine whether credit shall be awarded, school districts shall use a numerical scale of 0-100. A grade of 70 shall be minimum for a student to pass a course and be awarded credit.

3. Districts shall develop policies regarding the awarding of credit to students who are suspended from class either on or off campus. Students who are assigned to an off-campus suspension program shall be instructed in the essential elements of the courses in which they are enrolled at the time of suspension.

4. Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection.

5. Credit earned toward state graduation requirements by students in accredited school districts shall be transferable and must be accepted by any other school district in the state. Credit for courses offered for local credit only may be transferred only with the consent of the receiving school district. Districts shall ensure that transfer students are evaluated and placed in classes promptly. Districts shall not prohibit new students from attending school pending receipt of transcripts or records from the district the student previously attended.

In order to be awarded credit for a course, a student shall satisfy the provisions that follow:

1. A course may be considered completed and credit awarded under either of the following conditions:

   A. The student has been enrolled in a course scheduled for the minimum clock hours and has achieved a grade of 70 or better for the course; or,

   B. The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time the student has been enrolled in the course.

2. A student shall take at least two and one-half units of credit each semester enrolled in grades nine-12.

The above information is an interpretation from "Principles, Standards, and Procedures for Accreditation of School Districts," page 245.

SAMPLE

In view of Chapter 75 which states:

> "(4) Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection." (S75.169 Award of Credit, Grades Nine-12).

The migrant withdrawal policy will include the following:

1. Migrant students leaving after a district pre-determined date will be eligible for credit if they take exams and pass when they return in the fall.
2. Migrants leaving after a district pre-determined date will be eligible to take early exams if they follow the procedure listed below:
   A. Procedures
      1. The migrant students should inform one of the migrant counselors at least one week in advance of withdrawal.
      2. The migrant counselors will inform the teachers of the impending withdrawal of these students during the week prior to the withdrawal.
      3. The parents should come to the migrant counselors' offices to verify the withdrawal as soon as possible. If not possible, the counselors will contact the parents by phone or have the community aide make a home visit.
      4. A form will be completed documenting that the students have followed proper procedures.

   B. Eligibility
      1. For migrant students following the above procedures, the teacher will administer the final exam and use the withdrawal average as the six weeks average. Friday of each week is designated as test day. Each test should be only one class period in length.

The grades must be turned in to the migrant counselors and recorded on the computer grade sheets at the end of the year. Teacher option: (a) Final exams can include all essential elements for the semester. If so, the teacher should work with that student before or after school or send the student to a tutor. (b) Final exams can cover only material covered up to the time when the student withdraws.

2. If the students fail to follow proper procedures, the teacher must leave review sheets and exams for the students to take when they return in the fall.

LATE ENTRIES/EARLY WITHDRAWALS

Many migrant students depart as early as March and return as late as November. With this transitory movement in mind, some school districts have designated a late entry and early withdrawal policy that would meet the needs of their migrant students. School districts without a written policy are encouraged to formulate one. The following is an example of a modified plan.

- Migrant students' grades should begin on the day of official enrollment without penalty. Migrant students entering late may contract with the teacher for make-up work and/or go to tutoring. In order to get credit, migrant students must have a 2nd six weeks grade, 3rd six weeks grade, and semester exam grade.
- Students leaving the district before a district pre-determined date would need to attend school elsewhere. Grades and attendance would be required by the home base school to determine credits.
- *Students leaving the district after a district pre-determined date would receive final grades.
- Each school district should implement a policy to meet the needs of their migrant students.

*See samples on pages 44-45.

SAMPLE

Date____________________________

FROM: Migrant Counselor

SUBJECT: Early Withdrawal

TO: Teacher____________________ Course_____________________

Your student ____________________ ID# __________________ will be migrating in approximately 5 days. Student will withdraw on ______________. A home visit has been made to confirm this early departure. In accordance with our new guidelines on early departures, each teacher can determine the manner by which a student will receive credit for that course. Before making that decision, teachers should consider such things as:

1. Academic Performance
2. Attendance
3. Attitude
4. Behavior

Please indicate which of the following should apply for this student.

_____ I will administer an early final exam (or equivalent exam/assignment) before his/her departure and his/her final second semester grade is ______. (Please record this same grade on the computer grade reporting sheets.)

_____ I want this student to take the final exam. His/her withdrawal grade is _____. (Please fill in the NO GRADE [N/G] bubble on the computer grade reporting sheets.) I will provide a copy of the final exam and answer key to the migrant counselor prior to the end of school.

After indicating the above, please sign the form and return it to the migrant counselor on or before the departure date indicated above. Thank you.

______________________________ ______________________________

Migrant Counselor Teacher's Signature

SAMPLE
PROCEDURES FOR EARLY MIGRANT WITHDRAWAL

NAME ______________ ID# ____________ GRADE ____ D.O.B.________

PARENT'S NAME__________ ADDRESS________________ PHONE #________

MIGRANT STATUS_____

A. Date of withdrawal____

B. Migrant Counselor contacted (Date)________________________

C. Teachers contacted (Date)_________________________________

D. Schedule:

	COURSE	**W/D GRADE**	**TEACHER**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

E. Date to administer exams __________________________________

F. Verification of family leaving the area (Date) ___________

Reason: ____

Verified by: ___Phone ___Home Visit ____Parent at school

Migrant Counselors: 9th______________________________
10th______________________________
11th______________________________
12th______________________________

I understand the early exam procedures to be followed in order to be eligible for early exams. If I do not follow these procedures, I will not be eligible and must take my exams in the fall within three (3) days of returning to the high school.

____
Student's Signature

____
Date

SAMPLE

REQUEST FOR GRADES

It is very important that the homebase school request student grades from the receiving school as soon as possible. A pre-printed postal card is used by one school district to request grades immediately.

Office of the Registrar
Sample High School
1087 W. 20th
Plaintown, TX 78550

TO:

____

____

____

(FRONT OF CARD)

Please forward transcript of grades through withdrawal date, entry date, health records, standardized test results and any other pertinent information about:

________________________ D.O.B.________ GRADE____

TO: Office of the Registrar
Sample High School
1087 W. 20th
Plaintown, TX 78550

According to the Final Regulations-Family Educational Rights and Privacy Act (Buckley Amendment), it is no longer necessary to obtain written consent to release records. This information can be found in the Federal Register, Vol. 41, No. 118, dated June 17, 1976.

(BACK OF CARD)

SECONDARY CREDIT EXCHANGE PROGRAM

PROGRAM OVERVIEW

The Secondary Credit Exchange Program was developed in 1970 to allow high school migrant students to continue their education by attending late afternoon or night classes as they follow the crops from state to state with their families. Arizona, Colorado, Georgia, Idaho, Illinois, Indiana, Maryland, Michigan, Montana, New Mexico, New York, North Dakota, Ohio, Oregon, Texas, Washington, Wisconsin and Wyoming are the states presently involved in the Credit Exchange Program. The states of California and Florida have their own Credit Exchange Program.

Four goals of the Secondary Credit Exchange Program are:

- To identify students who will migrate interstate or intrastate during the school year.
- To develop a collaborative arrangement between home and exchange schools regarding credits, validation, and transfer.
- To provide direct assistance to the exchange schools in the direct recruitment of migrant students and in the implementation of the alternative/continuation school program.
- To provide assistance in the evaluation of the program's effectiveness.

The Secondary Credit Exchange Program is an alternative system that addresses these three general problems of migrant students:

- Through a series of accomodations, the program allows secondary migrant students to continue their education uninterrupted. Exchange schools communicate with home schools so a student's course can be continuous and classes are scheduled at night so migrant students can work during the day.

- Interstate communication through State Departments of Education ensure continuity of graduation requirements. Completed and partially completed credits are transferred on official school transcripts.

- An identification and recruitment program is aimed at the intermediate and high school age migrant students so that they understand that high school attendance is possible and young people will be encouraged to continue their education.

Three phases of the Secondary Credit Exchange Program are:

Phase 1 - Identification

- Home schools disseminate information about the Secondary Credit Exchange Program to the student.
- Exchange schools recruit migrant students to participate in the program.
- Communication occurs between the home and exchange schools: Home schools send information about individual students (present course schedules, course objectives, content outlines, recommended schedule, and specific course requirements as found on the MSRTS Educational Form).

Phase 2 - Implementation

- Exchange schools organize an alternative program based on student needs as indicated by the information received from the home schools.
- Staff is hired to provide student instruction.
- Administrative arrangements (hours, locations, schedules) are made final.
- Students are enrolled in the Migrant Student Record Transfer System (MSRTS).
- Individual student program is verified.
- Tutorial, small group, or combined classes are organized and conducted.
- Student progress is monitored and evaluated through teacher tests and mastery tests.

Phase 3 - Transfer

- Students are withdrawn from the MSRTS.
- Final grades are compiled and recorded on all students' regular high school transcripts.
- Partial grades and hours or final grades are recorded on the Secondary Credit Accrual Form.
- Transcripts and grades are mailed to the originating schools.
- Students receive copies of their grades. A Summary Report is compiled.

A Directory of Secondary Summer Migrant Programs is available to all homebase local education agencies to utilize in providing program contacts for secondary migrant students.

TUTORIAL PROGRAM

The tutorial program was designed to improve the academic outlook of migrant underachievers and to serve as an enrichment program for the migrant students who are performing at or above grade level. It is a joint school and community project. Some school programs are designed to serve the migrant students before, during, and after school hours. However, with the passage of House Bill 72, most school districts have adopted the State Plan for remedial tutoring for all students.

A few districts still have special tutorial programs. Teachers and students are hired to tutor in school and in the community. The bases for teacher-tutor selection may be the principal's recommendation, major field of study, and Chapter I Migrant teacher status. The primary factors for the selection of peer tutors may be grades, economic need, teacher recommendations, and migrant status, although, where necessity prevails, non-migrants may be considered. Final selection of tutors should be determined by the person in charge of the tutorial program. Depending on local needs, tutor personnel may be required to sign a contract for one semester of the duration of the school year. An inservice program may be conducted, usually after school, to discuss duties and responsibilities for the tutoring services to be performed.

A tutorial program, as defined by the Texas Education Agency in A Program Guide for Migrant Education (June, 1977) provides individualized instruction for one person and/or a small group. Tutorial programs conducted by other than certified personnel require direct supervision by an administrator, counselor, or other certified personnel. Tutorial activities may be scheduled during the regular school day, after school, or during the evening and may be conducted by:

- certified teachers
- para-professional assistants

- secondary student assistants
- parent assistants
- peer and/or cross-age assistants

EXTENDED DAY PROGRAMS

In the Extended Day Program supplementary assistance is provided for migrant pupils after the close of the regular school day through the provision of an additional hour of instruction for an established high priority need. Supplementary instruction is carried out by an instructional team consisting of a professional and/or para-professional. Class size is limited to no more than fifteen pupils in order to facilitate maximum impact of learning activities. Some districts provide this program only for migrant students to catch up on work or to get ahead before leaving early. Chapter 75 has allowed schools to offer all students, including migrants, a chance to earn an extra credit either before or after their regular school schedule.

HISTORY

As early as 1947, the Federal Interagency Committee on Migrant Labor recommended that statewide systems be established for school records of agricultural migrant children. Copies of childrens' records were to be sent to every school district in the state and every State Department of Education in an area where those children might move. However, little was done toward achieving this goal because funds for migrant education were scarce and in most states, were non-existent. In November 1966, Title I of the Elementary and Secondary Education Act was amended to include children of parents who were involved in the pursuit of agricultural employment. Funds were made available for the first time to begin serving children who had specific needs as a result of their unique way of life. However, due to the unique lifestyle of migrant families, it was difficult to maintain and communicate pertinent school information on migrant students. In an effort to improve communications among schools, the Migrant Student Record Transfer System was established in 1969 as a uniform national method of collecting, maintaining, and disseminating information on migrant students. The first year of full-scale operation was in 1972, and the number of children on the data base totaled 311,371.

During the years of 1976 and 1977, the states began discussions concerning how the system could be used to transfer information relative to reading and mathematics. Committees representing various states were established in the areas of reading, mathematics, early childhood, and oral language. Their purpose was to develop a common language for transfer of skills information among schools throughout the nation. The first skills data was submitted to the MSRTS in May of 1979.

In the 1980's, the Secondary Credit Accrual forms were added by placing secondary credits in the MSRTS. The accrual forms have become detailed and complex with partial grades and hours as well as completed grades and credits being recorded by each district for their migrant students.

PURPOSE

The MSRTS is a nationwide network of communication centers connected to a central computer in Little Rock, Arkansas, with accompanying support services in education and health at the federal, state, and local levels. The system exists for the purpose of maintaining accurate and complete records on the health and educational status of migrant children, assuring the rapid transmittal of the data, and assisting in the appropriate use of the data. The use of the data extracted from the MSRTS on school attendance, grade/age distributions, testing, special needs and interests results in improved planning, evaluation, curriculum development, recruiting practices, and accountability. More than 750,000 children of migrant farmworkers and fishermen in the United States and Puerto Rico benefit from the Migrant Student Record Transfer System annually. The Secondary Credit Accrual Manual says, "The difference between graduating and not graduating from high school is extremely more critical for migrant students than for non-migrant students. The standard of living is directly proportional to personal income. It is estimated that:

(1) Migrants who do not graduate from high school, but remain in the migrant stream, earn approximately $6,000 per year;

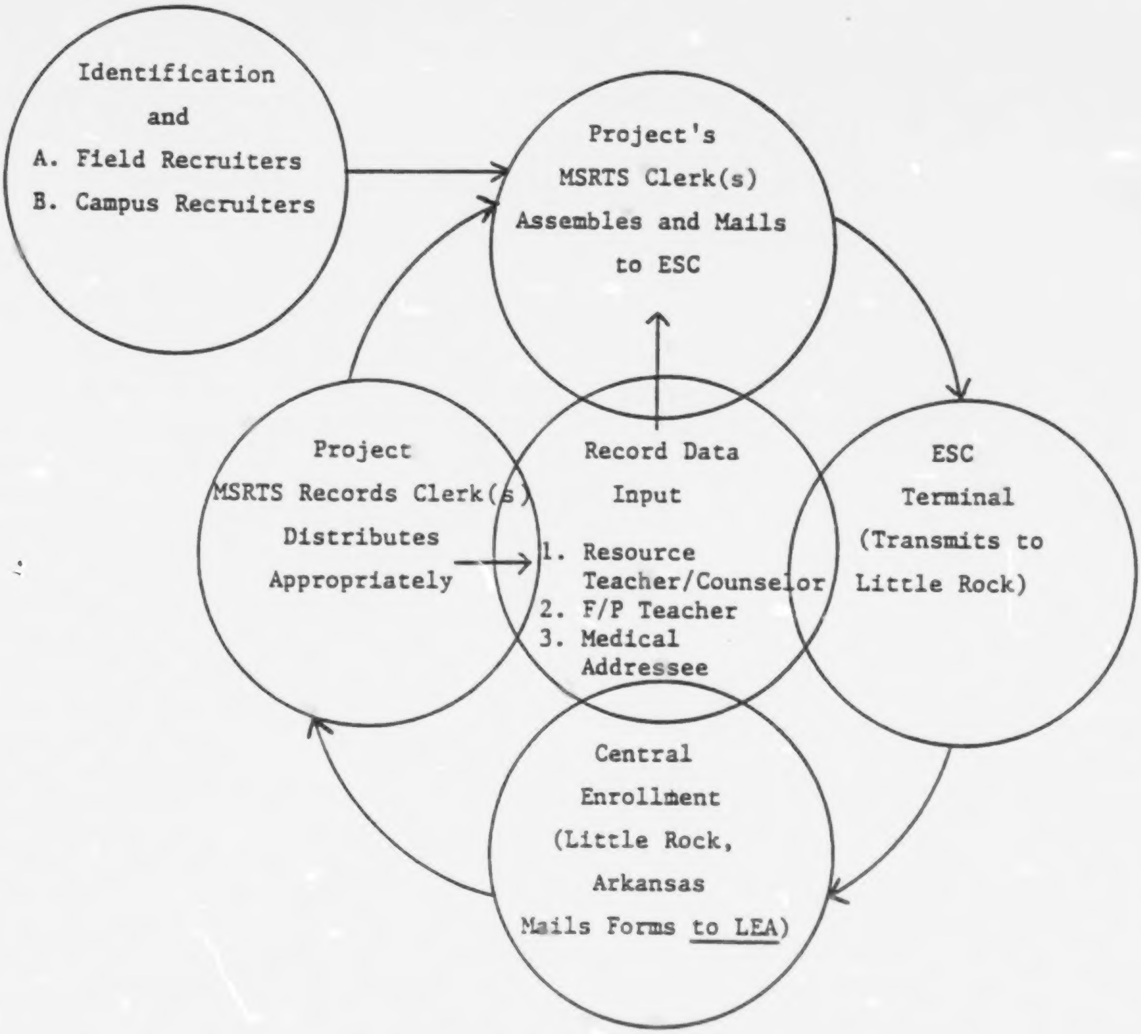
(2) Migrants who do not graduate from high school, but leave the migrant stream, earn approximately $9,000 per year;

(3) Migrants who graduate from high school, but not from college, earn approximately $15,000 per year;

(4) Migrants who graduate from college earn approximately $30,000 per year."

NEED

Educators working with migrant children were generally unable to obtain and exchange accurate, complete, up-to-date records on children due to their rapid mobility. Typically, children would arrive without records from previously attended schools. Consequently, improper grade placement, constant re-testing, and duplication of services often resulted. MSRTS helps rectify these problems by providing data services to migrant education personnel nation-wide so that appropriate services can be planned for the nation's migrant children.


Identification
and
A. Field Recruiters
B. Campus Recruiters
Project's
MSRTS Clerk(s)
Assembles and Mails
to ESC
Project
MSRTS Records Clerk(s)
Distributes
Appropriately
Record Data
Input
1. Resource Teacher/Counselor
2. F/P Teacher
3. Medical Addressee
ESC
Terminal
(Transmits to
Little Rock)
Central
Enrollment
(Little Rock,
Arkansas
Mails Forms to LEA)

ROLE OF THE COUNSELOR WITH MSRTS

The role of migrant counselors is to become knowledgeable with MSRTS, its academic and educational records, and other transmittal forms. An awareness of this system would enable the counselors to be more effective in instructional planning and academic placement. Migrant counselors and/or clerks are responsible for updating the credit accrual each semester, reporting correct class schedules, consolidating partial grades if possible, and providing a recommendation for the next school year.

The migrant counselor should be thoroughly familiar with the following forms:

- School District Required MSRTS Component Activities (page 56)
- Certificate of Eligibility (page 57)
- Migrant Student Educational Record (pages 58-61)
- Texas MSRTS Reporting Form (pages 62-63)

For further information refer to the Secondary Credit Accrual Manual which may be obtained from the Texas Migrant Interstate Program.

1991-92
REQUIRED SCHOOL DISTRICT MSRTS COMPONENT ACTIVITIES

REQUIRED MSRTS ACTIVITY	AFFECTED STAFF/STUDENTS (grade/age)	TIME REQUIREMENTS (working days)	REQUIRED DOCUMENTS, TOPICS, DATA & COMMENTS
I. LEA MSRTS INSERVICE			
A Identification/Recruitment Component	Identification/Recruitment Staff	Before September 1 and as needed	Eligibility criteria, COE completion, MSRTS enrollment procedures, Interview techniques, Federal laws and Agency guidelines on ID/R
B MSRTS Component	MSRTS Staff	Before September 30 and as needed	LEA MSRTS Component and overview of topics listed above
C ID/R and MSRTS Overview	All Migrant administrators and staff assigned Migrant activities.	Before September 30 and as needed	Overview of all topics listed above
II. RECRUITMENT AND MSRTS ENROLLMENT			Accuracy and effectiveness are important!
A Residency Verification/ Mass Enrollment	Previously Identified (0-21)	As soon as completed, no later than October 1	Verify continued residency using latest COE for all having eligibility during calendar year, verify Mass Enrollment report, submit to ESC
B New Qualifying Arrival Date Newly Identified	New QAD/Newly Identified (0-21)	All year; recruit as many as possible by December 1. Submit COE 10 days after COE signature date	Complete new COE for enrollees and non enrollees (through 21 years) to ensure identification of all students and dropouts
III. RECORDS DISTRIBUTION	Grades EE-12 (EE=3 yrs. of age)	2 days after receipt	Review for accuracy and medical alerts before distribution
IV. UPDATING MSRTS RECORDS			REQUIRED IF STUDENT IS ENROLLED 10 OR MORE SCHOOL DAYS
A TAAS	Grades 3 - 12	Updates due 10 days after receipt of MSRTS exception report	Results of October TAAS will be reported electronically Results of exit level test given in April must be reported manually.
B Language for Instruction	Grades EE-PK (served) Grades K-12	March 31 Updates due 10 days after receipt of MSRTS exception report	Report language and assessment date for EE-PK (served) Language will be reported electronically for grades K-12
C Supplemental Programs	Grades EE-PK (served) Grades K-12	March 31 Updates due 10 days after receipt of MSRTS exception report	Report students participating in any supplemental programs/services for EE-PK (served). Supplemental Programs will be reported electronically for grades K-12
D Special Education Contact Data	Grades EE-12	Updates due 10 days after receipt of MSRTS Special Education list	Students needing and/or receiving Special Education services will be reported electronically.
E Graduations (and other terminations)	Any age	10 days after notification	Report graduates, deaths, GED's, dropouts, or non migrant as per parental request
F Secondary Credit			
1 Student Academic Progress	Grades 9-12	10 days after receipt of MSRTS list	Report "Y" if student is accruing credits satisfactorily toward graduation according to 4 yr. plan. Report "N" if not accruing credits satisfactorily
2 Previous Years' Coursework	Grades 10-12 Currentlys*	During first semester of enrollment	Required if still unreported, especially for newly identified currentlys
3 Fall Sem. Coursework	Grades 7-12 Currentlys*	March 1	Include Designated H.S. of Graduation, if unreported
4 Spring Semester Schedule	Grades 7-12 Currentlys*	March 1	Report with fall semester coursework
5 Recommended Courses	Grades 7-12 Currentlys*	April 30	Required if MSRTS Record shows any out of district/state enrollment Report for summer and/or fall semesters
6 Spring Semester Grades	Grades 7-12 Currentlys*	10 days after semester ends	If any spring courses are failed, adjust recommended summer and/or fall schedules accordingly.
7 Credit Consolidation	Grades 9-12 Currentlys*	Upon enrollment or 10 days after semester ends	Review of partial work on MSRTS Educational Record required. Reporting consolidated credit is required if official credit is granted
G Health	Grades EE-PK (Served) Currentlys* Grades K-12 Currentlys*	March 31	Report TX required immunizations, screenings, any life threatening conditions and Migrant funded services.
V. MSRTS/MASS WITHDRAWAL			Timeliness is important!
A During School Year (Early Withdrawal)	Grades EE-12	2 days after withdrawal	Report all required health/educational updates along with withdrawal date and days enrolled/days present
B End of School Year (Mass Withdrawal)	Grades EE-6 Grades 7-12	5 days after withdrawal 10 days after withdrawal	Report any health/educational updates not already reported along with withdrawal date and days enrolled/days present
VI. ELIGIBILITY VERIFICATION	Sample	December 1	Remove misidentified students from MSRTS by December 31
VII. MSRTS FILES	All	Filing continuously	Active/inactive, in alphabetical order. Keep 7 years from end of eligibility date
VIII. MSRTS LOGS	Staff assigned MSRTS	Maintained continuously	Document MSRTS Component activities.
IX. SUMMER SCHOOL	Grades EE-12	10 days after withdrawal	Report all SH data for ALL students enrolled in Migrant & non Migrant programs, report updates for currentlys only
X. COMPONENT ASSESSMENT	Designated staff	Periodically	Review all required MSRTS activities

(1) School District

TEXAS EDUCATION AGENCY
Migrant Education Program
Certificate of Eligibility
School Year 19____-____

(2) Current Female Parent (last name first)

I. CHILD/SCHOOL DATA

(3) Residency Date (M/D/Y)

(4) Arrived from (City/State)

(5) School Information		(6) Child ID	(7) Children's Names			(8) Enrollment Date	(9) Grade	(10) Sex	(11) Birthdate	(12) Verify	(13) Birthplace City State	(14) Race
Campus ID	Campus Name	MSRTS Number/Mne	Last	First	Middle	(M/D/Y)		(M/F)	(M/D/Y)	B D P O	(Country if outside USA)	1 2 3 4

(15) Legal Male Parent (last name first)

(16) Legal Female Parent (last name first)

(17) Current Male Parent (if different from legal)

(18) Current Female Parent (if different from legal)

(19) Current Residence | City | State | Zip | Telephone ( )

(20) Homebase Residence (if different from above) | City | State | Zip | Telephone ( )

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II. ELIGIBILITY DATA

Qualifying Arrival Date **(QAD)** The children listed on this form are eligible because of the move across school district boundaries recorded on this form The purpose of this move was to seek and/or obtain temporary or seasonal work in agricultural or fishing-related activities **(Eligible children whose QAD data differ in any of these elements must be enrolled on a separate COE form.)**

These facts certify that these children qualify based upon a move (21) with/ to join/ on own (circle one) (22) ________________ (Name of worker)

(23) ________ (Relationship) The qualifying move occurred (24) on/about (circle one) (25) ________ (QAD - M/D/Y) from (26) ____________ (City State Country)

to (27) ____________ (City State) and enabled the worker to (28) seek/obtain (circle one) temporary/seasonal (circle one) employment in (29) ____________

________________________ (30) Migrant Status 1 2 3 4 5 6 (circle one)

(31) COMMENTS

III. PARENT/GUARDIAN CERTIFICATION DATA

The rules for migrant eligibility, migrant services, and the Migrant Student Record Transfer System have been explained to me I know that my children's records can be sent to other schools and that I may see and obtain them If my children become formerly migratory I give permission for them to be considered formerly migratory children until their eligibility ends provided I can withdraw my permission at any time I certify that the information listed above is true and correct to the best of my knowledge

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(32) ____________ (Signature) (33) __________ (Relationship) (34) ___/___/___ (Date M/D/Y)

IV. ELIGIBILITY CERTIFICATION DATA

I certify that I have received training in determining migrant eligibility and the types of migrant services available in this district I certify that these students are eligible for migrant services based on the information provided here To the best of my knowledge, the information is reliable and valid

(35) ____________ (Signature of interviewer) (36) ___/___/___ (Date M/D/Y) (37) ____________ Signature of Superintendent/Designee (38) ___/___/___ (Date M/D/Y)

(39) LANGUAGE USED TO EXPLAIN THE CONTENTS OF THIS DOCUMENT English Spanish Other (specify)

V. CONTINUED RESIDENCY VERIFICATION

(40) School Year	(41) Person Interviewed	(42) Relationship	(43) District Representative Signature/Date

75

White LEA or Fiscal Agent
Yellow Data Entry Specialist
Pink Parent or Guardian

DATE
06/13/85

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 3
STUDENT ID

BIRTH DATA

EX = F
OB = 07/27/67
ER = B
AGE = 17
ACE = 4

PLACE OF BIRTH

SITE :
ADDRESS:
CITY : HOLLAND
ST/ZIP : MI
COUNTY : OTTOWA
COUNTRY: USA

TERMINATION

TYPE:
DATE:

F.L.Q.:
11/28/84
(TXBTLF)

PARENT DATA

LEGAL PARENTS:

CURRENT PARENTS:

HOME BASE

MERCEDES
TX 78570-0000

CURRENT RESIDENCE

WESLACO
TX 78596-0000

AST QUALIFYING MOVE: 06/11/84 END OF ELIGIBILITY: 06/11/90
MOVED FROM: WESLACO , TX,
MOVED TO: STANTON , MI

HOOL HISTORY DATA

CURR SCHL: WESLACO HIGH SCHOOL SCHL ID: TXBTLF
LTH RECORD ADDRESSEE: WESLACO ISD

PREV SCHL: CENTRAL MONTCALM SCHL ID: MIBLRP
PO BOX 367 (SH:CC)
STANTON
MI 48888-0000

SH	SCHL ID ST	SCHL ID SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
BY	TX	BTLF	10/17/83	10/20/83	05/25/84	133	132	99	10	1	
BZ	AR	CVYD	06/13/84							1	
CA	MI	LLGJ	06/15/84	07/10/84	07/11/84	1	1	100	09	1	S
CB	MI	CBDF	07/11/84	07/24/84	08/10/84	16	2	12	10	2	S
CC	MI	BLRP	09/11/84	09/12/84	10/09/84	20	16	80	11	2	
CD	TX	BTLF	11/21/84	11/26/84	05/24/85	109	106	97	11	1	

UCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
12	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL ACTIVITIES, AND WHETHER OR NOT CHILD SHOULD BE IN SCHOOL.	CONVERTED DATA FROM PREVIOUS EDUCATION RECORD, NO CONTACT AVAILABLE

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL FOR PROJECTED GRADUATION IN 1986

BTLF WESLACO HIGH SCHOOL BOX 266 WESLACO,TX 78596-0000

NTACT: LUZETTE VICKERS, COUNSELOR PH: 512-968-1515

REQUIRED JECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
ECTIVES	9-12	14	SEM	60	PLAN 1 - ACADEMIC REQUIRES 8 SEMESTERS.
ENGLISH	9-12	6	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
FOREIGN LANGUAG	9-12	1	SEM	60	PLAN 1 - ACADEMIC REQUIRES 4 SEMESTERS OF THE SAME LANGUAGE.
VERNMENT	12-12	2	SEM	60	AM. GOVERNMENT AND ECONOMICS
ALTH	9-9	1	SEM	60	
STORY	9-11	4	SEM	60	U.S. HISTORY AND WORLD HISTORY
MATH	9-12	4	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
HYSICAL ED	9-12	3	SEM	60	ATHLETICS MAY COUNT AS P.E.
IENCE	9-12	4	SEM	60	
EECH	9-12	1	SEM	60	PLAN 1 - ACADEMIC DOES NOT REQUIRE SPEECH.
TOTAL		40			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

PROFICIENCY TEST: TEXAS ADMINISTERS A STATE PROFICIENCY TEST.
WESLACO HIGH SCHOOL ADMINISTERS A SCHOOL/DISTRICT PROFICIENCY TEST.

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GP.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
AFTS	JEWELRY	CD	11			73	1	SEM	SPR	85
GLISH	ENG LANG DEV 6	CD	11			82	1	SEM	SPR	85
GLISH	ENGLISH III-C	CD	11			71	1	SEM	SPR	85
HOME ECONOMICS	HOMEMAKING II	CD	11			77	1	SEM	SPR	85
HYSICAL ED	PHYSICAL ED II	CD	11			85	1	SEM	SPR	85
CIAL STUDIES	WORLD HISTORY-C	CD	11			70	1	SEM	SPR	85

MOST RECENT REPORTING SCHOOL:
WESLACO HIGH SCHOOL
BOX 266
WESLACO
TX 78596-0000

CONTACT: LUZETTE VICKERS
COUNSELOR
PH: 512-968-1515

EDUCATION RECORD CONTINUED NEXT PAGE**

0085595 TX COGC 0

DATE 06/13/85

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 2 OF 3

STUDENT ID

SECONDARY CREDIT DATA

RECOMMENDED COURSES

TXBTLF WESLACO HIGH SCHOOL BOX 266 WESLACO,TX 78596-00000000
SH LINE ID: CD
CONTACT NAME: LINDA TAORMINA TITLE: COUNSELOR PHONE: 512-968-1515

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
TYPING I	12	SEM	FALL	85	
GOVERNMENT	12	SEM	FALL	85	
RECORDKEEPING	12	SEM	FALL	85	
CHILD DEVELOP.	12	SEM	FALL	85	
HOME ECON/COOP	12	SEM	FALL	85	

SECONDARY CREDIT ACCRUAL

GRADE 9

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENGLISH I-C	BY			75	1	SEM	FALL	82	WESLACO HIGH SCHOOL	
	ENGLISH I-C	BY			77	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
FOREIGN LANG	RDG/WTG SPANISH	CD			77	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
HEALTH	HEALTH	BY			79	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
HISTORY	AMERICAN HIST C	BY			70	1	SEM	FALL	82	WESLACO HIGH SCHOOL	
	AMERICAN HIST C	BY			73	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
MATH	FUND OF MATH I	BY			67	1	SEM	FALL	82	WESLACO HIGH SCHOOL	
	FUND OF MATH I	BY			74	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
PHYSICAL ED	PHYSICAL ED I	BY			90	1	SEM	FALL	82	WESLACO HIGH SCHOOL	
SCIENCE	PHYS SCIENCE	BY			74	1	SEM	FALL	82	WESLACO HIGH SCHOOL	
	PHYS SCIENCE	BY			78	1	SEM	SPR	83	WESLACO HIGH SCHOOL	
SPEECH	SPEECH I	BY			72	1	SEM	FALL	82	WESLACO HIGH SCHOOL	

GRADE 10

ENGLISH	ENGLISH II-C	CD			N/G	0	SEM	FALL	83	WESLACO HIGH SCHOOL	
	ENGLISH II-C	CD			75	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
	ENGLISH II-C	BY			81	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
HEALTH	HEALTH ED	BW	65%	25		.28	SEM	FALL	83	CENTRAL MONTCALM	
HOME ECONOMICS	HOMEMAKING-I	CD			56	0	SEM	FALL	83	WESLACO HIGH SCHOOL	
	HOMEMAKING I	BY			77	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
INDUSTRIAL ARTS	JEWELRY	BY			80	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
MATH	FUND OF MATH I	BY			92	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	FUND OF MATH II	BY			73	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	FUND OF MATH II	BY			81	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
PHYSICAL ED	PHYSICAL ED I	BY			76	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	PHYSICAL ED II	BY			97	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
SCIENCE	BIOLOGY I-C	BY			65	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	BIOLOGY I-C	BY			75	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
SOCIAL STUDIES	CONT LAW I	BW	65%	25		.28	SEM	FALL	83	CENTRAL MONTCALM	
SPECIAL ED	DEV READING	BW	93%	25		.28	SEM	FALL	83	CENTRAL MONTCALM	

GRADE 11

BUSINESS ED	TYPING I	CC	78%	30			SEM	FALL	84	CENTRAL MONTCALM	
ENGLISH	ENG LANG DEV	CD			72	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
	ENGLISH 111-C	CD			72	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
FOREIGN LANG	SPANISH II	CC	78%	30			SEM	FALL	84	CENTRAL MONTCALM	
HISTORY	AM HISTORY	CC	75%	30			SEM	FALL	84	CENTRAL MONTCALM	
	NEWS-VIEWS	CC	75%	30			SEM	FALL	84	CENTRAL MONTCALM	
HOME ECONOMICS	HOMEMAKING 11	CD			71	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
PHYSICAL ED	P E 1	CD			83	1	SEM	FALL	94	WESLACO HIGH SCHOOL	
SOCIAL STUDIES	WORLD HISTORY-C	CD			79	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
SPECIAL ED	DEV READING	CC	85%	30			SEM	FALL	84	CENTRAL MONTCALM	

CENTRAL MONTCALM STANTON MI 48888-0000
WESLACO HIGH SCHOOL BOX 266 WESLACO TX 78596-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

2074376 TXBTLG / TX SCLW 0010

DATE
10/27/86

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE
3 OF 3

STUDENT ID

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUM

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME		CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
TUTORIAL MATH	*	3	10/29/85	04/25/86	82	192	AV
TUTORIAL READING	*	4	10/29/85	04/25/86	82	192	AV
PUPIL SERVICES	*	25	08/28/85				AU

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH

SPECIAL TALENT

DATE	NAME	SH

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CAT - READING	00301	C	15	7TH PER	P	09/04/84	H	AS
CAT - READING	00301	C	17	3	P	09/04/85	H	AU
TX EDU ASSMT MIN SKILLS-TEAMS	07300		07	MATH MASTERED -4,-5,-7,-9,-10 READING NOT MASTERED -2,-3,-4,-5,-6,-7 WRITING NOT MASTERED -1,-2,-4,-5	C	02/17/86	H	AV

SPECIAL EDUCATION CONTACT DATA

TEAMS RESULTS REPORTED UNDER THE TEST DATA MATRIX

0000005 AR BBFS 00001

DATE 05/21/91 MIGRANT STUDENT TEXAS TEAMS/TAAS PAGE 1 OF 1 STUDENT ID 85223639 MNC

		TEST			OBJECTIVES NOT MASTERED		
GR LV	ADMIN DATE	TEST SECTION	MASTERY	LANG	OBJ #	DESCRIPTION	SH
05	09/02/87	WRITING	YES	ENGLISH	01 05 06 07 09 11	CAPITALIZATION SENTENCE STRUCTURE PROOFREADING DESCRIPTIVE WRITTEN COMPOSITION DESCRIPTIVE WRITTEN COMPOSITION DESCRIPTIVE WRITTEN COMPOSITION	AD
07	09/02/87	MATH	NO	ENGLISH	01 05 06 07	EQUIVALENCIES DECIMAL WORD PROBLEMS (+,-,X) MEASUREMENT UNITS GEOMETRIC TERMS AND FIGURES	AD
09	08/21/86	READING	YES	ENGLISH	03 06	SPECIFIC DETAILS FACT, OPINION	AD
11	09/02/87	MATH	YES	ENGLISH	01 02 05 07 09	SEQUENCING OF NUMBERS ROUNDING OF NUMBERS FRACTIONS, MIXED NUMBERS (+,-,X) INTEGERS (+) PROPORTION	AD
11	11/01/87	LANGUAGE ART	YES	ENGLISH	09	REFERENCE SOURCE USAGE	AD
11	11/01/87	MATH	NO	ENGLISH	03 04 05 06 08	EQUIVALENCIES EXPONENTIAL/STANDARD NOTATION FRACTIONS, MIXED NUMBERS (+,-,X) DECIMALS (+,-,X,/) MULTIPLE OPERATIONS (+,-,X,/)	AD
12	04/01/91	MATH	YES	ENGLISH	03 05	GEOMETRIC PROPERTIES/RELATIONSHIPS PROBABILITY/STATISTICS	AR
12	04/01/91	READING	NO	ENGLISH	04 05 06	IDENTIFY CAUSE AND EFFECT/PREDICT OUTCOME ANALYZE TEXT/MAKE INFERENCE/GENERALIZATION POINT OF VIEW/PROPAGANDA/FACT OR NONFACT	AR
12	04/01/91	WRITING	NO	ENGLISH	0	WRITING COMPOSITION SCORE LACKED ORGANIZATION/STRUCTURE	AR

JUAREZ, MARIA C

85223639 MNC

.CC AR :RE RI RT F(A

Student Name John Doe
D.O.B. 02/03/71
Classification Junior
Student ID 12345678 MNZ

FALL SEMESTER COURSE WORK AND SPRING SEMESTER SCHEDULE

☐ UPDATE SH ____________

District Anywhere I.S.D.
School ID BTKG
Campus Lincoln High
Reporting Date January 8, 1985

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11			92	1		Sem.	Fall	88
Science	Chemistry I	11			81	1		Sem.	Fall	88
Business Ed.	Data Processing	11			80	1		Sem.	Fall	88
English	English III-Grammar	11			82	1		Sem.	Fall	88
Math	Algebra III	11			83	1		Sem.	Fall	88
Business Ed.	Typing	11			94	1		Sem.	Fall	88

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Initial Entry or Change of Designated High School

SCHOOL	SCHOOL ID	CITY	STATE	YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11						Sem.	Spr.	89
Science	Chemistry I	11						Sem.	Spr.	89
Business Ed.	Data Processing	11						Sem.	Spr.	89
English	English III-Lit.	11						Sem.	Spr.	89
Math	Algebra IV	11						Sem.	Spr.	89
Business Ed.	Typing	11						Sem.	Spr.	89

Submitted by: ____________________ Phone # ( ) ____________________

SECONDARY CREDIT REPORTING FORM

(SAMPLE OF CONSOLIDATION)

Student Name CASE #1

D. O. B. 01/01/65

Classification 11

Student ID 12345677 BCD

☑ UPDATE SH ______

District LA JOYA I.S.D.

School ID BTKZ

Campus La Joya High School

Reporting Date 10-25-84

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Business Ed.	Record Keeping	11			85	1	AS, AR	Sem.	Spring	88
English	Corr. Lang. Arts 3	11			70	1	AS, AR	Sem.	Spring	88
Science	Bio. I	11			78	1	AS, AR	Sem.	Spring	88
Social Studies	Am. History	11			78	1	AS, AR	Sem.	Spring	88

63

Initial Entry or Change of Designated High School

SCHOOL	SCHOOL ID	CITY	STATE	YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
82										

83

Submitted by: ____________________

Phone # ( ) ___ ___ ___ ___ ___

PARENT ADVISORY COUNCILS (PAC)

THE ROLE OF THE PARENT ADVISORY COUNCILS

Public Law 93-380, also referred to as the Education Amendments of 1974, requires that each school district with a Chapter I program establish two types of councils: a Parent Advisory Council for the entire district (district-wide council) and one for each school participating in a Chapter I project. All council members must be selected by parents. Parents living in an eligible attendance area are entitled to participate in the selection of council members. This includes parents of children attending non-public schools. The law requires that the school district recognize the council as the group for advising it in the planning, implementation, and evaluation of Chapter I projects.

One of the important provisions is that the council be made up of a majority of participating parents. For instance, if a council had twenty-five members, a majority is thirteen parents of children participating in Chapter I.

REGULATIONS FOR CAMPUS PARENT ADVISORY COUNCILS

Every district must have at least a district-wide Parent Advisory Council. These councils are mandated by Public Law 95-561.

A campus with not more than one Full-Time Equivalent (FTE) and not more than forty students in a Chapter I program must organize a campus PAC. Assuming this is the only Chapter I campus in the district, this campus PAC may also be the district-wide PAC.

The following requirements apply to the aforementioned PAC:

- Number of members not specified.
- Terms of members not specified.

- Must meet sufficient number of times per year.
- Council shall determine locations(s) of meetings.
- Members must be elected by parents.
- Majority of members must be parents of Chapter I participants.

A campus that has forty-one to seventy-four students must organize a campus PAC. The number of FTE's, in this case, is immaterial. However, if this is the only Chapter I campus in the district, this campus PAC may also be the district-wide PAC.

A campus which has seventy-five or more participants in the Chapter I program must have a campus PAC. The number of FTE's, in this case, is immaterial. If this is the only Chapter I campus in the district, the campus PAC may also be the district-wide PAC.

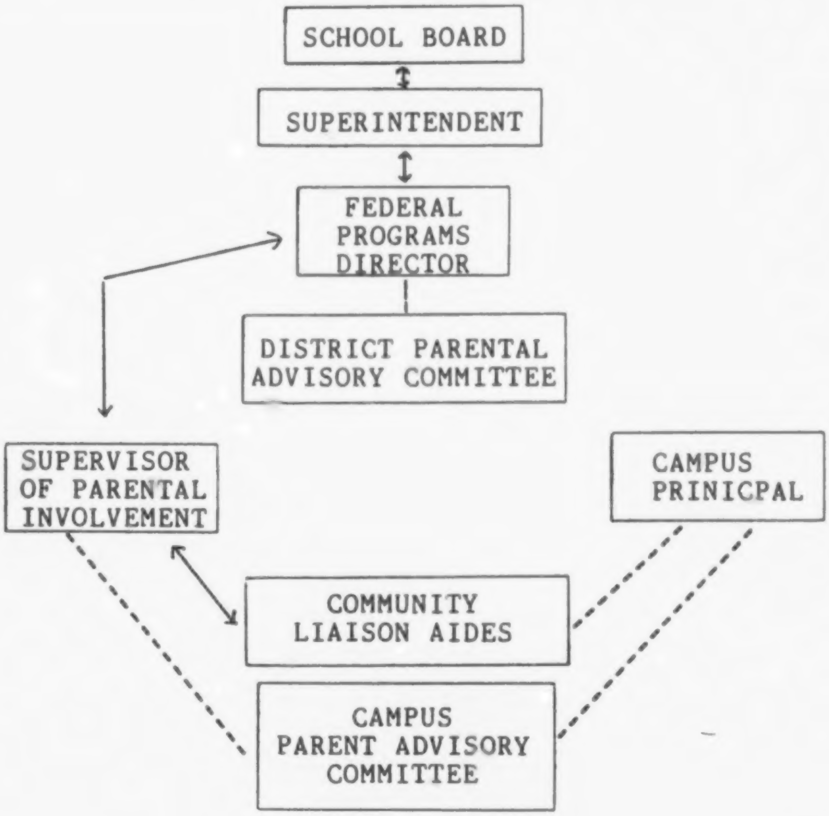
The following requirements apply to the organization of this type of Parent Advisory Council.

- Council must be composed of not less than eight members.
- Members shall serve for two year terms.
- Members may be re-elected after expiration of term.
- Council officers must be elected after PAC is fully constituted.
- Council must meet a sufficient number of times per year (three times).
- Council shall determine a schedule of meetings.
- Council shall determine location(s) of meetings.
- Members must be elected by parents.
- Majority of members must be parents of Chapter I participants.

SPECIFIC FUNCTIONS OF THE COUNCILS

- To advise the local district administration regarding the total planning, implementation, and evaluation of the Chapter I Migrant Program.
- To study the Chapter I Migrant Program in relation to the educational needs of the Chapter I Migrant Schools
- To assist the school staff in the development of programs to meet the needs of the eligible Chapter I migrant children.
- To visit and review program results with project staff.
- To promote the parent as an important teacher in the child's life and to recruit more parents.
- To provide input into inservice training that addresses the needs of their children's teacher.

ILLUSTRATION OF A SAMPLE ORGANIZATIONAL STRUCTURE


SCHOOL BOARD
SUPERINTENDENT
FEDERAL PROGRAMS DIRECTOR
DISTRICT PARENTAL ADVISORY COMMITTEE
SUPERVISOR OF PARENTAL INVOLVEMENT
CAMPUS PRINICPAL
COMMUNITY LIAISON AIDES
CAMPUS PARENT ADVISORY COMMITTEE

GOALS OF THE PAC

Some goals of the PAC are:

- To establish and strengthen the cooperation of parents in the education of their children.
- To provide volunteer help to the classroom teacher to better meet the individual needs of children.
- To develop an environment that encourages friendly two-way communication between home and school.
- To allow parents to make significant contributions to their school and community.

PARENT ADVISORY COUNCIL REQUIREMENTS

Federal law and regulations require that schools with migrant programs establish a PAC. In Texas, schools have the option of operating a combined Chapter I Regular and Chapter I Migrant PAC or a PAC for each of the programs. The regulations for Chapter I Regular are more stringent and must be followed in the case where there are combined PACs.

Briefly, the migrant requirements for PAC as contained in the Federal Register, Volume 45, No. 66, Section 116d.55 of April 3, 1980, are:

- Members of the PAC must know the needs of migrant children.
- PAC members must be elected.
- A majority of the PAC members must be parents of children who are being served or eligible to be served.
- The PAC must be given the responsibility for advising the school regarding the planning, implementation, and evaluation of the migrant program.
- The school shall provide the PAC, without charge, a copy of the law and federal and state regulations. Individual members shall receive the same items upon request.

- The school shall provide the PAC, without charge, any report resulting from Federal or State auditing, monitoring, or evaluation.
- The school shall provide a program for training members of the PAC to carry out their responsibilities. The training must be planned in consultation with the PAC and appropriate training materials must be provided. Migrant funds may be used to cover the training expenses.

According to state guidelines, there are no set requirements for the role of the counselors in the PAC. However, a local PAC may use counselors as a resource person or facilitator in the organization and implementation of the PAC.

SECONDARY AND POST SECONDARY EDUCATIONAL OPPORTUNITIES

Local, state, and out-of-state educational and career opportunities are available for migrant students. Scholarships, financial aid, and assistance programs include:

IN-STATE

- College Assistance Migrant Program (CAMP)
- State Migrant Program
- High School Equivalency Program (HEP)
- Upward Bound
- UT-Austin Dropout Prevention Program
- Leadership Workshop Concept
- Exemplary Migrant Students

OUT-OF-STATE

- Less-Than-Classroom Program (Michigan)
- Ohio Freshman Foundation Program
- High School Equivalency Program (HEP)
- Gloria and Joseph Mattera National Scholarship for Migrant Children

FINANCIAL AID

- Pell Grant
- Supplemental Educational Opportunity Grant (SEOG)
- College Work Study Program (CWSP)
- National Direct Student Loan (NDSL)
- Robert T. Stafford Student Loan (formerly Guaranteed Student Loan-GSL Program)
- Parent Loan for Undergraduate Student (PLUS)
- Scholarships

A description of the scholarship programs which assist migrant students to continue their post secondary education is included in the following pages. Other financial aid programs are available. More information may be obtained by asking the minimum foundation counselor or the migrant counselor.

IN-STATE

College Assistance Migrant Program (CAMP)

The College Assistance Migrant Program (CAMP) is a federally funded program for migrant students. It is a one year scholarship program designed to help migrant students succeed in their first year of college. The CAMP Program provides for:

- **Academic Counseling** - to help students determine which classes they should enroll in during their freshman year; to provide students with information regarding each major and its career possibilities.
- **Learning Skills** - to increase students' academic skills in order to be able to survive in the university, to graduate, and to secure employment.
- **Tutoring Services** - to help students within a particular subject area and to discuss academic problems and progress.
- **Financial Assistance** - the CAMP Program will provice a year's assistance. Afterwards, the student's eligibility will be determined by the financial aid office.

Prerequisites for the program:

- Receive at least 50% of their total earned income from agricultural work during a twelve month period.
- Have been identified as economically disadvantaged in accordance with the guidelines established by the Office of Management and Budget.
- Must be a citizen of the U.S. or on a permanent visa.
- Must be a high school graduate or have a General Educational Development Diploma (GED).

Basis of selection:

- Students meeting the eligibility requirements according to economic guidelines.
- Students' grades, ACT or SAT scores, letters of recommendation, interview, autobiograpy.
- Students having the greatest financial need and the greatest potential for success.

College prerequisites:

- High school diploma or GED.
- ACT scores
- Transcript
- Immunization Records
- Admissions application

Presently there is one (1) CAMP program in Texas:

St. Edward's University
3001 South Congress
Austin, TX 78704
(512) 448-8625
Randa S. Safady, Director

There are four other CAMP programs in the country. The address and the contact person for each follows:

California State University
at Sacramento
6000 J. Street
Sacramento, CA 95819
(916) 278-7241
Marcos Sanchez, Director

Office of Academic Affairs
Oregon State University
Corvallis, OR 97331
(503) 754-2111
Dr. Miriam W. Ozech, Director

Boise State University
Department of Teacher Educ.
1910 University Drive
Boise, ID 83725
(208) 385-1754
Dr. John Jensen

University of Tennessee
College of Education
102 Claxton Education Building
Knoxville, TN 37996-3400
(615) 974-8139
Dr. Robert Kronick

State Migrant Program

The State Migrant Program at St. Edward's University and at Texas A & I University was established to create greater educational and career opportunities for migrant students. Approximately two-hundred thirty 9th and 10th grade students at Texas A & I University and 11th and 12th grade students at St. Edward's University attend basic courses including English, math, history, and reading to aid high school performance and increase interest in continuing in school. Students may also choose among special-interest courses in photography, music, dance, recreation and sports, arts and crafts, typing, theater, medic, and nature study. They work in public and non-profit state and federal agencies and are paid minimum wage to attend both work and school. Participants live and dine on campus, receive health care, and are well supervised during their stay. They are paid for their travel expenses to and from Austin, and transportation is provided to their work sites. Students also have a lot of fun meeting other students, making friends, and visiting historical and scenic sites around Austin.

Requirements:

To qualify for admission to the above programs, each student must:

- Be between the ages of 14 and 21, (Texas A & I);
- Be between the ages of 16 and 21, (St. Edwards);
- Be a legal resident of the state of Texas;
- Meet migrant eligibility standards as established by the Texas Education Agency;
- Meet Job Training Partnership Act (JTPA) guidelines; and,
- Meet current JTPA program poverty guidelines.

In addition, State Migrant Program students must:

- Be officially enrolled in school;
- Have completed the 8th grade;
- Provide two letters of recommendation;
- Interview with a program representative; and,
- Submit a notarized letter of parental consent.

The State Migrant Program is administered by Texas A & I University and St. Edward's University and funded by the Texas Education Agency (T.E.A.) and the Private Industry Councils (P.I.C.). For more information contact:

Mr. Robert Montgomery
St. Edward's University
3001 South Congress
Austin, TX 78704
(512) 448-8625

Mr. Frank Quiñones
Texas A & I University
Campus Box 181
Kingsville, TX 78363
(512) 595-2708

High School Equivalency Program (HEP)

Financed by the federal government, HEP is a migrant program designed to improve the future of high school dropouts. This goal is achieved in several ways. The HEP students attend classes which help them to earn the High School Equivalency Diploma (GED). The program provides the students with career information and options to help them advance in their classes. Once the students make a career decision, the program assists the graduates to achieve their goals by aiding in job placement, college admission or entrance into a training program.

While attending classes as part of the HEP Program, most students live on campus, receive meal tickets for the university cafeteria and receive student ID's which allow them to use many of the cafeteria facilities. Adjustment of dorm life is made easier by the availability of HEP dorm counselors. The students are also helped by the presence of full-time professionals in placement, vocational guidance and personal counseling.

HEP requirements:

- Must be between 17 and 24 years of age;
- Must be a legal resident of the United States;
- Must have dropped out of school six months before applying; and,
- Must have come from a migrant or seasonal farmworker family.

The High School Equivalency Programs (HEP) in Texas and their contact persons are:

Mr. Hilario Rincones
High School Equivalency Program
Pan American University
1201 West University Drive
Edinburg, TX 78539
(512) 381-2521

Mr. José Rendón
SER-Jobs for Progress, Inc.
SER South Texas
1019 Convent Street
Laredo, TX 78040
(512) 724-1844

Mr. Arturo Lazarín
High School Equivalency Program
The University of Texas @ El Paso
University & Hawthorne Streets
Campus Box 29
El Paso, TX 79968
(915) 747-5567

Mr. Kobla Osayande
University of Houston
High School Equivalency Program
4800 Calhoun, FH 405
Houston, TX 77004
(713) 749-2193

The following is a list of other HEP programs in the country and a contact person for each:

California:

Mr. Perfecto Muñoz
High School Equivalency Program
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Colorado:

Mr. Arthur Campa
Univ. of Colorado/Regents
Bueno Ctr., School of Educ.
Campus Box 249
Boulder, CO 80309
(303) 492-5416

Mr. Frank A. Anderson
Institutional Develop. and
Econ. Affairs Service, Inc.
Nederland, CO 80466
(303) 443-8789

Florida:

Dr. John S. Platt
University of South Florida
College of Education
Department of Special Educ.
Tampa, FL 33620-8350
(813) 974-3410

Idaho:

Dr. John Jensen
Director, HEP
Boise State University
Department of Teacher Educ.
1910 University Drive
Boise, ID 83725
(208) 385-1754

Maine:

Christoper Rallis
Training and Develop. Corp.
High School Equiv. Program
P.O. Box 1136
117 Broadway
Bangor, ME 04401
(207) 945-9431

Maryland:

Gerado Martinez
Center for Human Services
7200 Wisconsin Ave., Ste 500
Bethesda, MD 20814-4204
(301) 654-8338

Mississippi:

Isaac J. Birdlong
HEP Project Director
Mississippi Valley St. Univ.
Office of Continuing Educ.
P.O. Box 125
Itta Bena, MS 38941
(601) 254-9041

New Mexico

David H. Grant
University of New Mexico
120 Vassar S. E.
Albuquerque, NM 87106
(505) 277-6018

Juan Garcia
Northern New Mexico
Community College
Planning and Development
General Delivery
El Rito, NM 87530
(505) 581-4434

New York:

Arlene Way
Hep Coordinator
SUNY New Paltz
Mid-Hudson Migr. Ed. Prog.
HEP Program
Van den Berg Lng Ctr.-304
New Paltz, NY 12561
(914) 257-2949

Oregon:

Steve Marks-Fife
Director, HEP
University of Oregon
1685 E. 17th
Eugene, OR 97403
(503) 686-3531

Puerto Rico:

Orlando Colón
Catholic Univ. of Puerto Rico
Postal Sub Station #6
Ponce, PR 00732
(809) 843-3265

Sylvia Robles
Inter American
University of Puerto Rico
San German Campus
Box 5100
San German, PR 00753
(809) 892-1095 Ext. 368

cc: Vidal Velez
Inter American Univ.
G.P.O. Box 3255
San Juan, PR 00936
(809) 758-0899

Tennessee:

Dr. Clarence E. Roeske
Director, HEP
University of Tennessee
College of Education
18 Claxton Education Bldg.
Knoxville, TN 37996
(615) 974-3103

Vermont:

John Christianson
Central Vermont Community Action Council, Inc.
15 Ayers Street
Barre, VT 05641
(802) 479-1053

Washington:

Dr. Toshio Akamine
Washington State University
Department of Education
High School Equivalency Program
Pullman, WA 99164
(509) 335-2454

Carolyn Reeves
Washington State University
Department of Education
High School Equivalency Prog
Pullman, WA 99164
(509) 335-2454

Wisconsin:

Federico Zaragoza
Dean, Continuing Education and Business Outreach
Milwaukee Area Technical College
High School Relations
700 West State Street
Milwaukee, WI 53233
(414) 278-6963

cc: Ricardo Enriquez
Acting Program Manager

cc: Ms. Loida Velasquez
Associate Director

Upward Bound Program

Upward Bound is a federally-funded post secondary preparatory program through cooperation between participating universities and secondary schools to promote the potential of low income academically disadvantaged high school students in post-secondary education.

Philosophy:

- Young people can develop the necessary skills to help them live a fuller and richer life through assistance and motivation.

Purposes:

- Improve academic background.
- Prepare all students through success-experience.
- Develop the self-image and self-confidence of each personality.

Objective:

- Motivation, culture appreciation, mutual and group interests, greater self-knowledge and improvement of self-concept.

Involvement:

- 120 young people -- 60 girls, 60 boys. Students from 10th, 11th, and 12th grades are selected and participate through high school graduation, plus 6 hours in college.

Identification:

- "Bridge Student" -- Upward Bound students who are in high school and are taking college courses under Upward Bound sponsorship.

- "Non-Bridge Student" -- Upward Bound students who are in high school under Upward Bound's academic and counseling services.

Cost:

- None to either student or parent/guardian.

Stipend:

- Regular school term -- $9.00 per month
- Summer session -- $5.50 weekly for six weeks, plus room and board

Summer Plan First Summer Session:

- On-Campus: Residence in university dorms, classes in academic areas, mini-courses for enrichment Monday through Friday.

School Year:

- 30 Saturdays -- 8:30 a.m. until 3:30 p.m.

Supportive Services:

- Complementing the high school program and higher education. Includes academic classes, counseling, tutoring in high school subjects, field trips.

Academic:

- Reading, Writing, Mathematics, Languages, Science, Physical Education through innovative curriculum.

Counseling:

- Guidance and placement in higher education, career search.

Such a program is being conducted at Pan American University in Edinburg, Texas. It involves cooperative coordination between the university and four secondary school districts -- Edinburg, McAllen, Mission, and Pharr-San Juan-Alamo. More information regarding this program may be obtained from the following:

Pan American University
1201 West University
Edinburg, TX 78539
(512) 381-2596

St. Edward's University
3001 S. Congress Avenue
Austin, TX 78704
(512) 448-8625

University of Texas at Austin - Dropout Prevention Program for Migrant Secondary Students

The UT-Austin Dropout Prevention Program provides an opportunity for secondary migrant students to enroll in Skill Building courses to earn high school credit. This enhanced independent learning program allows students twelve months to work on a course. Students read their study guide and their textbooks, complete activities and assignments, and mail in lessons to UT for grading. Each lesson is equal to two weeks work in a regular class and there are 9 to 12 lessons in each study guide. When lessons have been completed and passed they take a final exam.

For more information contact:

Peggy Wimberley or
Rebecca Nancy Treviño

512-471-6710
1-800-252-3461 (in Texas)
1-800-444-1905 (out of state)

The University of Texas at Austin
Extension Instruction and Materials Center
Special Projects
P.O. Box 7700
Austin, Texas 78713-7700

Leadership Workshop Concept

Student Leadership Workshops are an essential element in all school programs to aid in the development of sound moral characters necessary for the advancement of society.

Organizations, such as those listed at the end of this section, emphasize many areas of training for its youth -- "to increase their assertiveness and range of interpersonal skill development for them to more effectively work toward life goals and aspirations, to increase networking capacities that will assist and guide them in education and career planning, and to enhance their skills and confidence in problem solving and decision making through special experiences."

Applicants who participate in the "special experiences" are selected according to student interest, student grade point average, geographic representation and male/female balance. The leadership classes work to reach their objectives by implementing various activities -- social interaction and interpersonal skill development, self-marketing, team building, economics and education training center, and awards.

Counselors need to make the parents, students, and teachers aware that these organizations are available to provide great experiences that enhance the students' leadership qualities.

Governor's Classroom

Presidential Classroom

National Hispanic Institute

Lorenzo de Zavala

Hugh O' Brian Youth Leadership Conference (HOBY)

Girls' State

Boys' State

EXEMPLARY MIGRANT STUDENTS

The Special Programs Division of the Texas Education Agency annually sponsors a search for the outstanding migrant students in Texas. This is an effort to recognize and honor migrant students who have excelled academically, socially, and personally in the educational system in spite of the obstacles of migrant life.

The Texas Migrant Interstate Program office sends the applications and the criteria to every Federal Programs Director in every school in Texas. The migrant counselors usually recruit the migrant students who meet the criteria and send the completed applications to the Migrant Interstate office. All applicants will receive an honor certificate. The staff of the Interstate Program reviews the applications and sends them to a selection committee. The selection committee selects the top ten migrant students who receive Exemplary Migrant Student honors. These students receive a plaque and a Joseph Mattera National Scholarship at the State Migrant Conference.

CRITERIA FOR SELECTION OF EXEMPLARY MIGRANT STUDENTS 1988-89

*Nominees must be either:

A. High school seniors eligible for graduation,
B. Current college students, or
C. College graduates

*Nominees must have graduated from the school district that is submitting their names.

*Photograph must accompany nomination form in order to be considered for selection and/or inclusion in the Exemplary Migrant Student Booklet.

I. HIGH SCHOOL SENIORS

A. Nominees must be or have been a Status 1, 2, 4, or 5 migrant student while in high school (Grades 9-12).

B. Nominees must meet at least one (1) of the following:

1. Graduating in the Top 10% of their class,
2. Academic grade average of 90 or above,
3. A member of the National Honor Society, or
4. Excelled in at least one (1) extracurricular activity at the Regional or State Level.

C. Nominees must possess or exhibit good citizenship qualities.

II. CURRENT COLLEGE STUDENTS

A. Nominees must have been a Status 1, 2, 4, or 5 migrant student while in high school.

B. Nominees must have graduated from high school after 1966.

C. Nominees must be currently enrolled in a technical school, college, or university.

D. Nominees must have a current grade point average of 3.0 or above.

III. COLLEGE GRADUATES

A. Nominees must have been a Status 1, 2, 4, or 5 migrant student while in high school.

B. Nominees must have graduated from high school after 1966.

C. Nominees must have graduated from a technical school, college, or university with a minimum grade point average of 3.0.

***NOTE**: If the nominee has previously received an Exemplary Migrant Student plaque, he/she will not be eligible to receive another plaque in the same category.

OUT-OF STATE

Less-Than-Classroom Program

Less-Than-Classroom:

- Sponsored by Michigan Economics for Human Development (MEHD), the Less-Than-Classroom Program consists of potential dropout students enrolled in non-degree, vocational programs at colleges and private occupational schools in Michigan. The purpose is to provide training areas that are not traditionally degree oriented. This program provides training and employment options that are not normally offered through the universities and colleges in Michigan.

- Eligibility -- Students must meet eligibility requirements.
- Potential -- An evaluation of the students' high school grades or GED scores will be used in determining their potentials to pursue a given course of study or attend a specific college.
- Motivation -- Consideration of an autobiography, letter of recommendation, preferably from previous teachers, and individual interviews, whenever possible, will be used to determine if the students have the motivation needed to successfully complete the program they are entering.
- Need -- Need shall be determined by comparing students' financial resources with the financial requirements they will have while attending a particular university.
- Career Choice -- MEHD Scholarship will be provided to students entering all career fields.
- Application Process:
    - MEHD Migrant Scholarship application
    - Client Intake Form
    - Michigan Residency Application Form (when applicable)
    - Financial Aid Form or Family Financial Statement
    - An autobiography from the students discussing their family backgrounds; personal experiences; desired course of study; and school of choice.
    - Two letters of recommendation, preferably from previous teachers.

Additional information may be obtained at the following address:

Less-Than-Classroom Program
P.O. Box 127
908 West Jefferson Street
Grand Ledge, MI 48837

Ohio Freshman Foundation Program

Implemented by Ohio State University, the Campbell Soup Scholarship, operating under the Freshman Foundation Program is designed to help freshman migrant students (with a history of migration to the state of Ohio) to further their post-secondary education at Ohio State University.

The program provides:

- Financial assistance -- Provide a one-year assistance for students whose eligibilities are determined by the Financial Aid Office.
- Tutorial services -- Assist students having problems within certain academic subject areas.
- Counseling services -- Assist students in selecting academic courses during their freshman year and provide personal and group counseling.

Prerequisites for the program:

- Receive 50% of their income from agricultural work during a twelve month period.
- Must have previously migrated to the state of Ohio.
- Have a cumulative grade point average of 3.0 or better in a College Preparatory curriculum.
- Be a member of an ethnic minority group, i.e., Black, Hispanic, Native American, or Asian American.

For additional information and application materials write or call:

Office of Minority Affairs - OSU
Campbell Soup Scholarships
1000 Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210
(614) 292-0624

Attention: Angel Morales

Gloria and Joseph Mattera National Scholarship Fund for Migrant Children

The purpose of the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children is to assist financially disadvantaged migrant youth who have the potential and desire to further their education to achieve their personal and career goals.

ELIGIBILITY:

Applicants for a scholarship grant from the National Scholarship Fund for Migrant Children must be:

1. Children of migratory farmworkers (priority will be given to interstate migrant youth);
2. Enrolled in or accepted at an accredited public or private college, technical or vocational school, or dropouts or potential dropouts from high school showing promise of ability to continue schooling; or,
3. Recommended by a representative of a community, school or other educational agency able to vouch for the educational status, financial need and migratory status of the applicant.

APPLICATION:

The applications must be completed by the applicants and accompanied by a statement from a school or community/educational agency representative as to the applicant's commitment to their educational goals. In addition, the applicants must attach a letter telling about their educational and career goals. The applications should be submitted to:

Gloria and Joseph Mattera
National Scholarship
Fund for Migrant Children
BOCES Geneseo Migrant Center
Holcomb Building 210-211
Geneseo, New York 14454
(716) 245-5681

The grant amount will be determined by the Screening Committee on the basis of financial need and potential of the youth.

FINANCIAL AID OPPORTUNITIES

Pell Grant

The Pell Grant Program is a federal aid program designed to provide financial assistance to eligible undergraduate students with demonstrated financial need. Grants are from $200 to $2,200 and require no repayment.

The amount of your award will be based on your determination of eligibility and the cost of attendance at your schools.

To be eligible for a PELL, students must:

- be U.S. citizens or eligible non-citizens;
- be undergraduate students;
- be enrolled for at least 6 hours;
- send applications to Iowa City, Iowa;
- submit a Student Eligibility Report (SER) to the Financial Aid Office; and,
- maintain passing grades.

Students may apply for this grant for the period of time required to complete the first undergraduate course of study being pursued.

Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant Program is for students of financial need determined by the Financial Aid Office.

To be eligible for a SEOG, students must:

- be U.S. citizens, national or permanent residents of U.S.;
- have submitted a General Financial Aid Application;
- be undergraduate students;
- be enrolled full-time (at least 12 hours);
- be in need as established by the Financial Aid Office; and,
- maintain passing grades.

College Work Study Program (CWSP)

The primary purpose of the College Work Study Program is to stimulate and promote part-time employment to students. The program is designed for those students who have financial need and who are in need of the earnings to pursue a course of study. To be eligible for Work Study, students must:

- be U.S. citizens, national or permanent residents of the U.S.;
- have submitted a General Financial Aid Application;
- have demonstrated financial need;
- show evidence of academic or creative promise and capability of maintaining good standing in such a course of study while employed under the program; and,
- have been accepted for enrollment or be currently enrolled on a full-time basis.

Students will be eligible to participate in CWSP during periods of non-enrollment if they:

- were enrolled and were in attendance as at least a half-time student at the institution during the preceding period of regular enrollment (regular session) at that institution and will complete his course of study during such special session; or,

- will be enrolled, or have been accepted for enrollment at the institution as a full-time student for the regular sessions following such special session.

Provisions and Procedures:

- In arranging a job and assigning a work schedule, the financial aid administrator will take into account the students' needs for financial assistance, class schedule, health, and academic program.
- Students' total earnings may not exceed their needs as determined by the Financial Aid Office, taking into consideration all financial aid awards made to the students and outside employment.
- If students are employed full-time during the summer vacation period, a percentage of their net earnings must be allocated to the cost of attendance in the subsequent sessions.
- Students must sign an affidavit indicating their intent to use proceeds to offset their educational expenses.
- The rate of compensation shall be not less than the minimum wage nor greater than $1.50 above minimum wage.
- Students must submit a time card on a monthly basis.
- Eligibility of students must be determined on an annual basis.
- The amount the students receive depends upon their needs and the CWS award; these students cannot continue to be employed under the CWS Program after they have received the $500.

National Direct Student Loan (NDSL)

The National Direct Student Loan is for students who are enrolled in a participating post-secondary institution and need a loan to meet their educational expenses.

You may borrow up to a total of: (a) $3,000 if you are enrolled in a vocational program or if you have completed less than two years of a program leading to a bachelor's degree; (b) $6,000 if you are undergraduate students who have already completed two years of study towards a bachelor's degree; (c) $12,000 for graduate study. (Total includes any amount you borrowed under NDSL for undergraduate study.) NDSL criteria are the following:

- 5% interest rate
- possible teacher cancellation
- enrolled full-time (at least 12 hours)
- submitted general application to Financial Aid Office
- need determined by Financial Aid Office
- must attend pre-exit counseling session
- re-payment begins 6 months after student graduates or drops below 6 hours of enrollment
- minimum payment is $30.00 a month; 10 years to re-pay.

Guaranteed Student Loans (GSL)

A Guaranteed Student Loan (GSL) is a low-interest loan made to students by a lender such as a bank, credit union, or savings and loan association to help those students pay for their education after high school. For new borrowers, the interest rate is 8%. For new students who currently have a 7 or 9% GSL, the interest rate on additional GSLs will continue to be 7 or 9%. These loans are insured by a guarantee agency in your state and reinsured by the federal government. Undergraduate students can borrow up to $2,500 a year. Graduate students can borrow up to $5,000 a year.

Students can't borrow more than the cost of education at their school, less any other financial aid they receive. Loan payments begin 6 months after the student leaves school if the student's interest rate is 8 or 9%, and 9 or 12 months after they leave school if their interest rate is 7%. The lender generally must allow 5 years for the student to repay the loan.

Parent Loan for Undergraduate Student (PLUS)

PLUS loans provide additional funds for educational expenses. The interest rate for these loans is 12%. The lender may be a bank, credit union, or savings and loan association.

Who can get these loans?

- Parents may borrow up to $3,000 per year, up to a total of $15,000 for each child who is their dependent.
- Independent undergraduates may borrow up to $2,500 per year. This cannot exceed the year total GSL limits ($2,500).
- Graduate students may borrow up to $3,000 per year, up to a total of $15,000. This amount is in addition to the GSL limits.
- Borrowers must begin repaying a PLUS loan within 60 days.

SCHOLARSHIPS

The following are some scholarships and programs that may be available for migrant students:

1. Gloria and Joseph Mattera National Scholarship for Migrant Children - See page 84.
2. CAMP - See page 70.
3. Ohio Freshman Foundation Program - Campbell Soup Migrant Scholarship for post-high school - See page 83.
4. The Exemplary Migrant Student Award - See page 80.
5. Local Scholarships for migrants - The Esequiel Reyna Memorial - Based on needs and migrant status of students.
6. Scholarship for Minorities - University of Wisconsin (Madison) - Based on needs and academic potential.
7. Hugh O'Brian (Youth Leadership Conference) - Available to sophomores. Participants are judged on leadership abilities, sensitivity to others and a desire to learn and share their knowledge with others. The emphasis is on leadership potential.

8. Minority Introduction to Engineering Program (MITE) at U.T.-Austin - The program is designed for top ranking high school juniors who are interested in exploring a career in engineering. The week's activities include: (1) lecture on the various forms of engineering; (2) formal classes on computer programming; and, (3) laboratory demonstrations. Fifty students are selected from throughout the state. Students are housed at the university dormitories and travel and living expenses are paid by the program.

9. Lorenzo de Zavala Institute - An eight day annual program of the National Hispanic Institute available to sophomores. It is designed to introduce promising Hispanic youth to first-hand leadership experiences. Some of the qualifications are:

   - have an 88 or above grade average
   - be enrolled in a college preparatory or honors plan for high school graduation
   - have a sincere interest in attending college
   - possess a sound moral character and the ability to get along with others
   - demonstrate leadership ability through participation in school, community, or religious organizations
   - be classified as a second semester sophomore with enough credits to be a junior in the fall semester.

10. The Young Leaders Conference - Open to sophomores and juniors to promote leadership in local, state, and national levels. Conference held at Pan American University in Edinburg, Texas.

11. Minorities in Engineering Scholarship at University of Texas and Texas A&I University. Scholarship recipients are selected on a very competitive basis such as class rank, SAT/ACT scores, and advanced math and science pre-requisites.

PART II

COUNSELING MANAGEMENT SYSTEM

COUNSELING MANAGEMENT SYSTEM

The duties of a migrant counselor are many; therefore, it is necessary to work on suggested timelines to facilitate planning and effective utilization of time. Timelines for the academic, social, and career domains are in calendar form on the following pages. A detailed explanation follows each calendar.

SUGGESTED YEARLY CALENDAR---ACADEMIC

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
• Meetings • Job Descriptions • In-Service • Review summer school grades on migrant students • Recruitment/MSRTS Enrollment	• Registration • Orientation for all grades • PSAT/NMST/ACT orientation	• Career Orientation	• Career Fair	• Semester Changes
	• Tutorial Program----	----------	----------	----- Until May
	• Migrant Late Entry Policy (page 43	in Counselor's Guide)-----	----------	-----Terminate in Dec.
	• A.R.D. Meetings-----	----------	----------	-----Until May
	• Parent Conferences---	----------	----------	----- Until May
	• Individual Counseling--	----------	----------	-----Until May
	• TAAS Orientation	• Group Counseling----	----------	-----Until April
• Secondary Credit-------	----------	----------	----------	-----Review records
		• ACT - SAT Testing	• Migrant Conference (Subject to yearly change)	
		• General Information Services (GIS)---	----------	----- Until May
• Consolidation--------- (Upon enrollment or 10 days after withdrawal)	----------	----------	----------	----- Until May
		• Classroom Visitations-	----------	-----Until April
		• College Representatives	• Campus PAC meeting	• Financial Aid Workshops
• Previous years'--------- coursework (During 1st semester of enrollment)	----------	----------	----------	-----Terminate at the end of the first semester
		• T.A.C.D. Conference • Administer TAAS • Open House		
	• CAT testing for students w/o updated scores • Identify Chapter I Migrants and Status • LPAC Activities • Language Assessment	• Classroom activities • District PAC meeting • Test Data (TAAS) (5 days after receipt)		
	• Testing----------	----------	----------	-----Terminates in Dec.
	• Progress Reports----	----------	----------	-----Until April

SUGGESTED YEARLY CALENDAR---ACADEMIC

JANUARY	FEBRUARY	MARCH	APRIL	MAY
• Posting of Grades • Senior Averages	• Screening of			• Guidance Week • Tests Interpretation
• Financial Aid----------	----------	----------	----------	----Until May
• Pre-Registration orientation for second semester	Senior Applicants for local scholarships----------	----------	----------	----Until May
	• Pre-registration • TAAS • College Night	• Pre-registration • Standardized achievement tests • Public School Week		• Migrant Program evaluation • Awards Assembly • Graduation Activities • Summer School applications
• Notification of early migrant withdrawals----------	----------	----------	----------	----Until May
	• MSRTS Updates---------- (at any time student enrolls or withdraws)	----------	----------	----MSRTS Updates
			• Incoming freshman orientation • Incoming freshman parent orientation	• Post final grades • Finalize all records • Mail transcripts to colleges
• Progress Reports----------	----------	----------	----Until April	
• MSRTS-Reporting fall semester coursework and spring semester schedule by March 1st		• Exemplary Migrant Student Identification----------	• Administer TAAS • Test Data (TAAS) 5 days after re-reipt ----------	• Prepare fall schedule • Updating college catalog library • Credit Accrual updates ----Terminates in May
• Secondary Credit----------	----------	----------	• Recommended summer or fall schedule by April 30th----	---- Report spring semester grades within 10 days after end of spring semester

EXPLANATION OF CALENDAR---ACADEMIC DOMAIN

AUGUST

- Meetings with Administrators, Counselors, Faculty, and Interstate Program Directors

  Enrollment procedures

  Scheduling

  Secondary Credit Exchange Program Referrals

  Inservice

- Knowledge of Counseling Component and Job Description

  Counselors should familiarize themselves with counseling component, whether minimum foundation (regular), migrant, or vocational.

- Consolidation

  Review of partial work on MSRTS Educational Record required. Reporting consolidation credit is required if official credit for partial work is granted.

- Previous Years' Coursework

  Required if still unreported, especially for newly identified currentlys.

SEPTEMBER

- Registration

  Schedule distribution

  Schedule changes

  Schedule new students to district

  Distribute Migrant and Chapter I Eligibility Forms

  Distribute student handbooks

  Identify students who will be served by different programs

  Review summer school grades on migrant students

  Assist in recruitment and/or enrollment when necessary

- Orientation

  Graduation requirements and school board policies for all grades as outlined in student handbooks.

  Dissemination of information--colleges, tests, vocational, armed services, scholarships, etc.

- PSAT/NMST/ACT Orientation

  All eligible and interested freshmen, sophomores, and all juniors receive test information.

- SAT/PSAT Workshop

  Offered by SAT to provide information about college entrance exams.

- Tutorial Program

  Migrant

  Regular

  Extended-Day/Add-On Program

  Teacher and/or peer tutors are interviewed and recommended

- Migrant Late Entries

  (Refer to page 43)

- Admissions, Review, Dismissal (ARD)

  Meetings held to comply with state mandates for adaptive education students (Special Education)

- Parent Conferences

  Home visits

  Telephone or mail contact

    Grades--progress reports, transcript
    Graduation requirements
    Discipline
    Correspondence courses
    Program information:
      Dropout Prevention Program
      Extended-Day or Tutorial Program
    Others as needed

- Individual Counseling

  Students' interest inventory

  Academic and/or personal

  Referrals to school services and/or community services

OCTOBER

- Career Orientation

  Provide overview on careers for all students

- Group Counseling

  Pre/post group session forms

Conduct small group sessions in the area of Personal Growth (Self-Concept, Values Clarification, Decision-Making, Behavior Modification, Career Education, Crime Prevention, and Drug Education).

- Test Data (TAAS)

  Report all objectives **NOT** mastered on latest results available, regardless of grade level.

- General Information Services (GIS)

  Computer program offered through the regional education service center designed to provide students with information on colleges, career opportunities, and vocational programs.

- District PAC Meeting

  Conduct Parental Advisory Committee meeting to advise, recommend and inform parents on new guidelines and programs.

- Classroom Visitations

  To observe student behavior

  Classroom presentations (See Calendar of Social Domain)

    - Migrant eligibility
    - Testing information
    - College information
    - Graduation requirements

- Texas Association for Counseling and Development Conference

  Membership

  Attend TACD Annual Conference for professional growth

  Attend TACD monthly meetings when possible

- Testing

  (Refer to page 25)

  PSAT/NMST/ACT

  Standardized achievement tests

  TAAS (11th grade)

  Language Assessment Instruments

- Open House

  Provide parents and teachers the opportunity to meet and evaluate student's progress.

- Secondary Credit Accrual Form/Printouts

  Update schedules, grades, and credits earned

- College Representatives

  To allow high school students to meet with college representatives to get needed information about colleges of interest to them.

- Armed Services Representatives

  To allow high school students to meet with armed services representatives to get needed information concerning the armed services of interest to them.

NOVEMBER

- Career Fair

  Students receive first-hand information about careers from professionals

- Campus PAC Meeting

  To discuss new guidelines, procedures, and educational programs with parents.

DECEMBER

- Parent's Night

  Financial aid information for parents of seniors

- Late Entry Policy Terminated

  (Refer to page 43) Some school districts have set late enrollment policies for migrant students who are entering school for the first time during the academic year, i.e., in a local district migrant students entering school on or after December 2nd do not receive first semester credit if they have not been previously enrolled in school elsewhere.

- PSAT/NMST Results

  Evaluation of PSAT scores to juniors

- Second Semester Schedule Changes

  School counselors make schedule changes for the second semester as needed by the students.

- Secondary Credit

  Report fall semester coursework and spring semester schedule by March 1.

JANUARY

- Posting of First Semester Grades/Grades Submitted for Credit Accrual (MSRTS)

  A counselor is designated to each grade level to post first semester grades.

  Computer labels posted.

- Calculating Senior Student Averages

  Although this might be the responsibility of the school registrar, some counselors are responsible for determining rank of seniors.

- Financial Aid Information

  Senior counselors work with seniors in providing information about different sources of financial aid.

- Pre-registration Orientation

  Some schools begin as early as January with classroom presentations on course selection, academic plans, and graduation requirements.

- Notification of Possible Migrant Early Withdrawal

  (Refer to page 44)

- MSRTS Credit Accrual Semester Updates (First Semester Grades and Spring Schedules

  Deadline is March 1.

- MSRTS Reporting

  Fall semester coursework--include designated high school of graduation, if unreported.

  Spring semester schedule--if any spring courses are failed, adjust recommended summer and/or fall schedules accordingly.

FEBRUARY

- Secondary Credit Exchange Program Referrals

  (Refer to pages 47-49)

- Financial Aid Workshops

  Presented by local university to provide information about sources of financial aid.

- Financial Aid Night

  Financial aid information is given to seniors and their parents.

- MSRTS Updates (At any time student enrolls or withdraws.)
- Screening of Qualified Senior Applicants for Local Scholarships

  i.e., LULACs, American Business Women Association, Jaycees, Rotary Club, etc.

- Pre-registration

  Some schools begin as early as February to schedule juniors, sophomores, and freshmen for the following school year.

MARCH

- Standardized Achievement Testing

  Achievement tests are administered during this month.

- Exemplary Migrant Student Identification

  Identify migrant students who qualify for Exemplary Migrant Student Award as per criteria set by Texas Migrant Interstate Program.

APRIL

- Secondary Credit

  Report recommended summer or fall semester courses by April 30th.

- TAAS

  Report all objectives **NOT** mastered on latest results available, regardless of grade level.

MAY

- Test Interpretation

  Standardized achievement test

  TEAMS

- Awards Assembly

  Recognition of scholarship recipients and honor students

- Guidance Week

  Recognition of school counselors

- MSRTS Updates

  Final grades and recommended fall or summer schedules for migrant students. Deadline to report these grades is eight (8) working days after the end of the spring semester.

SUGGESTED YEARLY CALENDAR---SOCIAL

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
• Staff Development	• Orientation • Individual Counseling---------- • Group Counseling or Class Presentations: Building Self-Concepts in Students and Teachers----------	---------- • Developing Self Concepts ---------- • Parent Conference • Home Visits/Contacts (when necessary) • Stress Management	---------- • Developing Communication Skills ----------	---- Until May • Conflict Management ----

JANUARY	FEBRUARY	MARCH	APRIL	MAY
• Group Counseling Value Clarification----------	• Decision Making ----------	• Problem-Solving ----------	• Coping Skills ------	• Wrap-Up and Evaluation

EXPLANATION OF CALENDAR---SOCIAL DOMAIN

AUGUST

- Staff Development

  The counselor may attend or provide staff development in the following areas:

  Dating Behavior/Pregnancy
  Parenthood Responsibilities
  Consultation
  Coordination
  Career Education

SEPTEMBER

- Orientation Sessions for Students

  Define counselor's role and how it differs from teachers' and administrators' roles

- School Environment

  Physical setting conducive to counseling, i.e., private places, growing plants, colorful posters, etc.

  Give "confidential" feedback to faculty

- Individual Counseling

  Student interview form

  Individual questionnaire

  Piers Harris Self-Concept Scale

  Personal Problems Checklist

  Culture-Free Self-Esteem Inventories (CF/SEI) for children and adults

- Group Counseling and/or Class Presentations

  Ice Breaker activity

  Developing positive classroom behavior

  Class privileges questionnaire

  Improving study habits (Filmstrips on Studying for Success are available from EyeGate. Testing, Testing, Testing available from Guidance Associates.)

OCTOBER

- Parent Conferences (Refer to pages 136-137)
- Parent Advisory Council Meeting (Refer to page 64-68)

DECEMBER

- Decision-Making

JANUARY

- Values Clarification in Counseling
  - Group counseling model
- Parent Advisory Council Meeting (Refer to page 64-68)

MARCH

- Problem Solving Model
  - Define the problem behaviorally
  - Identify alternative solutions
  - Evaluate the cost and benefits of each alternative
  - Select and implement the best solution
- Parent Advisory Council Meeting (Refer to page 64-68)

APRIL

- Coping Skills
  - Divorce
  - Death and Dying

MAY

- Wrap-Up and Evaluation
  - Post-test with group sessions

SUGGESTED YEARLY CALENDAR---CAREER

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
	• Registration	• Testing		
	• Orientation	• Open House		
	• Needs Assessment	• Guidance Information System (GIS)------	------	---- Until May
	• Individual Counseling------	------	------	---- Until May
			• Visitations By Students/Faculty	• Second Semester Schedule Changes
	• Financial Aid------	------	------	----Until May
	• Career Center In Library------	------	------	----Until May
		• Student Inventory of Guidance Awareness		
	• Identify migrants who qualify for jobs under special agencies-	• TAAS ------	------	----Until May

JANUARY	FEBRUARY	MARCH	APRIL	MAY
• Second Semester Schedule Changes	• Testing (TAAS)	• Testing		• Evaluation of Counseling Component
• Financial Aid------	------	------	------	------
• Orient, recruit, migrants for vocational scholarships	• National Vocational Week	• Public School Week	• TAAS	• Updating Files
	• Visitations By Students/Faculty	• Vocational Competitive Events------	------	------
	• Pre-registration	• Career Day		

EXPLANATION OF CALENDAR---CAREER DOMAIN

SEPTEMBER

- Registration

  To assist with schedule changes

  To screen late entry migrant vocational students

  To work with district and out-of-district transfer migrant vocational students

  To assist in providing updated class rosters for all migrant vocational students

  To assist with identification of migrant vocational students who are enrolled in vocational classes in the Secondary Credit Exchange Program

  To assist in the preparation of an outline explaining every vocational course offered

- Orientation

  Orient students to school setting

  Identify co-op migrant vocational students eligible to remain in the program or to be channeled back to the regular program

  Inform students on vocational classes cut-off date

  Disseminate career and occupational materials (assist vocational counselor)

  Assist in class presentations about vocational and technical schools, colleges, and armed services

  Identify migrant students who qualify for jobs under special agencies

- Needs Assessment

  Conduct needs assessment

  Develop counseling objectives and timeline based on needs assessment

  Individual counseling

- Career Centers

  Audio-visual activities about specific career opportunities are provided under the direction of the vocational counselor

- Referral Services

  Work with agencies that provide jobs for migrant students

OCTOBER

- Testing

  Standardized achievement test

- Open House

  Visitation by vocational students' parents to view exhibits and projects

- Guidance Information Service (GIS)

  Computer program offered through regional educational service center, designed to provide students with information on colleges, career opportunities, and vocational programs

- Student Inventory of Guidance Awareness

  Evaluate the effectiveness of the school's counseling program by students (Refer to Appendix C, pages 155-156)

NOVEMBER

- Visitations

  Tour of vocational facilities by students and teachers

JANUARY

- Financial Aid

  Information provided to seniors on the types of financial aid sources available

  Secure scholarships for migrant students

FEBRUARY

- National Vocational Week

  Career fairs

  Class visitations

- Testing

  Texas Assessment of Academic Skills (TAAS)

- Pre-registration

  Some schools begin as early as February to schedule juniors, sophomores, and freshmen for the following school year

  Interview and select students for vocational programs

MARCH

- Career Day

  Students receive first-hand information about careers from professionals

MAY

- Updating Files

  List of eligible vocational students for following school year

  List of vocational graduates for follow-up study (May need to assist vocational counselor.)

PART III

COUNSELING TECHNIQUES AND ACTIVITIES

COUNSELING TECHNIQUES AND ACTIVITIES

Although there are many reasons why students drop out of school, statistics indicate that a low self-concept is one of the major reasons for migrant students dropping out of school. The academic performance of migrant students suffers because of the demands and stress experienced as a migrant.

Counseling as a process involves a relationship in which one person (counselor) endeavors to help another person (client) to understand and to solve his adjustment problems. High risk migrant students need to experience personal, social, and psychological changes before they can experience academic success. The migrant counselor must strive to foster self-worth in the migrant students, thus enabling the students to become aware of and express their potential and capability.

The following are suggested activities and techniques that the migrant counselor can use during classroom presentations and/or group counseling.

BECOMING A PERSON

In the appropriate areas below, answer the following questions, not in words, but in drawings. The drawings may be simple as long as they mean something to you and you know what they express.

1. What is something you are good at and something you are trying to be good at. Draw 2 pictures.
2. What is one belief or value you have that you would never give up?
3. What is the most important material item you own?
4. What was your biggest achievement and your biggest failure in the past year? Draw 2 pictures.
5. If you could be someone else, who would that be?
6. What three words or qualities would you give as your life's motto?

1.	2.	3.
4.	5.	6.

MY BASIC NEEDS

It is important in your development as a person to ask, "Am I really getting what I want or need out of life?" People who just settle for whatever comes along rather than pursuing their own goals are not living on the basis of freely chosen values. They are not becoming themselves; they are not sensitive to their own needs.

Below is a list of words and phrases describing various wants and/or needs. Read the entire list and check those items you consider important for yourself. Then go over the items you checked and mark them "W" for "want" or "BN" for "basic need." Some items may be both. Remember that what a person wants may not always be what that person needs. Wants are less essential for a happy life than basic needs. Gratification of a basic need gives a sense of healthy well-being and frees persons for pursuits outside themselves.

I WANT OR NEED TO:

_____ 1. play sports
_____ 2. sleep
_____ 3. make money
_____ 4. study
_____ 5. be loved
_____ 6. eat
_____ 7. read books
_____ 8. drive a car
_____ 9. watch TV
_____10. be a hero or heroine
_____11. be funny
_____12. be smart (intelligent)
_____13. be rich
_____14. be alone
_____15. be healthy
_____16. have security
_____17. live by certain rules
_____18. make my own decisions
_____19. have freedom
_____20. experience variety of life
_____21. love others
_____22. be popular
_____23. be an athlete
_____24. be a cheerleader
_____25. be an important person
_____26. have a nice home
_____27. have good clothes
_____28. have a nice car
_____29. have a close friend
_____30. be the center of attention

Which of your basic needs listed above do you feel has been or is being gratified?

____

____

____

On a separate sheet of paper, explain how you might set about satisfying one of your ungratified basic needs.

MY SELF-IMAGE

Below are some ideas about life chosen from a variety of sources. We need some additional ideas from you. Space has been provided at the end of the list for your own ideas. When you have finished the list, categorize all the items in the following ways:

X - This is definitely not me.
U - Unlikely that I would live this way.
N - Neutral or unsure
P - Possibly I would do this in the future.
A - I affirm this; I will definitely try to build it into my life, if I have not already done so.

_____ 1. It is best to push my uniqueness underground for the sake of the group.
_____ 2. A person should not express his/her individuality if it runs counter to the thought of the group.
_____ 3. I want to tell people who I am even though they may not like who I am.
_____ 4. I am pretty sure I can do just about anything I want to.
_____ 5. I will help others accept and open themselves mostly by accepting and revealing myself to them.
_____ 6. People need to love themselves before they can love their neighbors.
_____ 7. I will work actively in my community for freedom and justice for all.
_____ 8. Most people like me.
_____ 9. It is sometimes best to be dishonest because honesty might hurt others.
_____10. I think it is better to use things and love people than to love things and use people.
_____11. Every person must march to the beat of his/her own drum.
_____12. I am basically a lazy person.
_____13. I believe I am what other people tell me I am.
_____14. People need to come around to my way of thinking and doing things.
_____15. I think that success is one of the most important things to experience in life.
_____16. "Live and let live" is a good motto for life.
_____17. I feel generally uncomfortable in the company of others.
_____18. No matter how I act, I can justify myself by saying, "Sorry, but that's the way I am."
_____19. I would like to have a better image of myself than I have now.
_____20. I feel that I am just a born loser.
_____21. ____

_____22. ____

_____23. ____

_____24. ____

_____25. ____

THE ORANGE EXPERIENCE

This activity involves 8 to 12 persons; each one having an orange and a large paper bag. Time required is 30 minutes.

1. The leader discusses the tendencies we have to generalize people.
2. Pass out the oranges.
3. Make friends with your orange and introduce your friend to the rest of us. But before you introduce your new friend you must get to know him or her. Take one minute of complete silence and become well acquainted with your friend.
4. The group leader will introduce his/her friend. The rest of the group will follow the leader's introduction.
5. The group leader will ask the students to put their friend into the bag.
6. The group leader will review the tendencies we have in generalizing people.
7. The group leader rolls the oranges out of the bag and invites students to find his/her friend.
8. Each student should identify his/her friend and share with group how they were able to identify their friend.

Students will have a firmer foundation on the roots of stereotyping.

Seattle Public School District #1, Rainbow Activities (South Monte, California: Creative Teaching Press, Inc., 1977), pp. 19-20.

SLICE OF LIFE

This is an inventory to help students determine how they spend their lives, how they slice it into expenditures of time, energy, and money. A good exercise for percentages.

1. On a large piece of paper, draw a circle or pie. This represents how students spend a typical day. The pie should be divided into four quarters using dotted lines. Each slice equals 6 hours. Have the students estimate how many hours or parts of an hour they spend on each of the activities during a typical day.

2. Students might want to do a week-pie or a month-pie to see how their time is spent over that period.

3. Estimate the amount of time you spend doing each of the following activities.

   _____Sleeping

   _____Time at school

   _____Work you take home

   _____With friends away from school

   _____Alone or reading

   _____Pursuing a hobby or watching TV

   _____With family (meals)

   _____Doing chores around the house

   _____Miscellaneous activities

4. Now divide the slices of your time-pie to represent the segments of the 24 hours that you spend on each activity.

5. Have a class discussion on the following questions: Would you like to change the various sizes of your slices? If so, draw a "perfect" pie of your life. How large do you want each activity slice to be? What might you actually do to change the size of your various activity-slices?

Willow Run Community Schools, CASTLE: Creating a Safe Teaching and Learning Environment (Willow Run Community Schools, 1976), pp. 12-12a.

TRUST WALK

This activity requires 20-30 minutes, 6-12 persons, blindfolds, spacious area with a variety of objects and situations (i.e., stairs, trees, sidewalks, chairs, etc.)

1. Pair group members off and designate one of the partners as blind.
2. Have blind partner use the blindfold to prevent peeking.
3. The seeing partners are directed to take their blind partners on a walk, giving them as many experiences as possible but **ALWAYS** maintaining responsibility for safety.
4. Instruct participants that the entire exercise will be conducted without words.
5. Partners will work out their own strategies for nonverbal communication.
6. After a designated period of time, reverse the roles and repeat the exercise.

Relate the members' experiences to trusting oneself, trusting others, and being trustworthy. Also, direct the discussion to a consideration of the security factor in group dynamics.

James P. Trotzer, The Counselor and the Group: Integrating Theory, Training, and Practice (Monterey, California: Brooks/Cole Publishing Company, 1977), p. 47.

GETTING EXPERIENCE

Once you think you've made a decision and know which career you want to pursue, there's a valuable step you can take. It will either reinforce your decision or help you change your mind before you've invested a great deal of time and money. It's this: Get experience in your chosen field. Of course, a high school student can't go out and get a job as a surgeon or an architect; however, you can usually find something to do that will put you in contact with the job and the people who do it. You may have to take a part-time or summer job at the minimum wage to run errands in an engineering office or at a construction site or wherever your prospective job is performed. Would you like to be a chef? A waitressing job or one as a preparations assistant in the kitchen would help you decide. What would it be like to be a trial lawyer? Attend a court trial to learn. What does an urban planner do? You could see one in action by attending a city planning commission meeting. Interested in communications? Visit a television or radio station and find out what the people you see and hear do when they're not in front of a camera or microphone. Even if you have to volunteer your time, you'll find it worthwhile.

PAT'S STORY

Pat, for example, wanted to be a lawyer. She passed up a higher-paying job flipping hamburgers to run errands at a local law firm. She learned what goes on in a law firm. That made her more determined than ever to go through with her law school plans. Just being in the environment also helped her pick up a lot of information which made her school work easier. She could see why different classes were important and was less tempted to let her work slip. All this time the lawyers in the office encouraged her and observed her progress. When she graduated from law school they offered her a job. Today she is a partner in the firm.

MINDY'S STORY

Mindy, on the other hand, had been sure since the second grade that she wanted to be a veterinarian. She loved animals and the course work was easy enough. The summer after her junior year of college, she took a job at a veterinary clinic. She hated it! She didn't like the hours. She realized that this would stand in the way of a family life. She found the tasks boring and repetitive, because only a small percentage of the time was spent in surgery. Though it was difficult for her to give up her dream, she decided that she needed a more creative job with more freedom and more varied duties. Fortunately, she changed her plans before spending 4 years in veterinary school. Of course, she didn't give up her passion for animals--she now breeds thoroughbred horses as a sideline.

****

What about you? How can you get first-hand experience in your chosen career? Whatever you have to do, or whatever you have to give up, it will be one of the most valuable experiences you can have!

YOUR GOALS

By now you should have some ideas about what you want for your future in terms of both your career and your family. What are your goals for high school and beyond?

HIGH SCHOOL YEARS:

Goal ____

Objectives ____

____

____

Goal ____

Objectives ____

____

____

AFTER HIGH SCHOOL; COLLEGE; OR TRADE SCHOOL

Goal ____

Objectives ____

____

____

Goal ____

Objectives ____

____

____

Mindy Bingham, Judy Edmondson, and Sandy Stryker, *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning* (El Toro, California: Advocacy Press, 1983), pp. 208-209.

INTERVIEWS

Name____ Age_______ M or F

What are you planning to do after high school? ________________

____

____

What do you think you will be doing at age 30? ________________

____

____

Name____ Age_______ M or F

What are you planning to do after high school? ________________

____

____

What do you think you will be doing at age 30? ________________

____

____

Name____ Age_______ M or F

What are you planning to do after high school? ________________

____

____

What do you think you will be doing at age 30? ________________

____

____

Do you see patterns emerging for the young men and young women? If so, what are they?

Ibid., pp. 46-47.

INTERVIEWS

The first problem for all of us, men and women, is not to learn, but to unlearn.

-Gloria Steinem

Until the last decade, a concern for making money was considered "unladylike." Even today, women seem inclined to underestimate the importance of financial independence. When you hear someone say, "Money isn't everything," or "The best things in life are free," it's usually a woman.

Of course, money isn't everything. But having an adequate place to live and enough to eat certainly makes life more pleasant. Before you can sensibly decide on a career, you should know how much it will cost to live in a way that you will find pleasing.

The 1980 United States Census showed that 19.1 percent of families with children under age 18 were headed by single parents. In 1979, half of all poor families were maintained by women.

Your generation of women can change this gloomy picture.

It's not easy to break away from tradition. Even though millions of women--including married women and women with young children--are now working outside the home, girls in their teens are still less likely than teenage males to prepare seriously for a career.

See for yourself. Ask some of your friends, both male and female, what they are planning to do when they leave school and what they think they might be doing when they are 30 years old. Be sure to interview both young men and young women.

ACCENTUATE THE POSITIVE

I. FOCUSING ON YOU

Share with your partner the following:

A. Positive personal attributes

1. Two physical qualities I like in myself
2. Three personality qualities I like in myself
3. One talent or skill I like in myself

Have your partner share the same with you.

****

Share with your partner the following:

B. The development of your positive self-concept through:

1. Two most satisfying achievements
2. Two most growth-producing relationships (meaningful, happiest, pleasurable)

Have your partner share the same with you.

****

Share with your partner the following:

C. Present situation - I feel most positive about myself when:

1. I'm doing ______________________________
2. I'm with ______________________________
3. I'm at ________________________________

Have your partner share the same with you.

****

Share with your partner the following:

D. Create a situation (in fantasy) in which you are at your best.

Have your partner share the same with you.

****

II. FOCUSING ON YOUR PARTNER

Share with your partner the following:

A. One (1)

1. Physical feature that he/she has that you really like.
2. Personality trait that you really like.
3. Talent or skill that you really like.

Have your partner share the same with you.

****

Share with your partner the following:

B. A fantasy you have about him/her being at his/her best.

1. Where?
2. Doing what?

Have your partner share the same with you.

****

Share with your partner the following:

C. One positive thing that you are feeling toward him/her right now.

Have your partner share the same with you.

****

D. Record your feelings, your thoughts, your memories, and your partner's feedback from these experiences. Keep for good reading on a "bummer" day.

Texas Migrant Interstate Program and Region I Education Service Center, Migrant Counselor's Guide: A Suggested Management System For Secondary Migrant Counselors (Edinburg, Texas: Texas Migrant Interstate Program and Region I Education Service Center, 1981), pp. 34-35.

INDIVIDUAL QUESTIONNAIRE

1. I particularly like people who ______________________________
2. I'm regarded by most people as ______________________________
3. Strangers make me feel ______________________________
4. If you ask me ______________________________
5. I believe that ______________________________
6. In a new situation I usually ______________________________
7. When I'm thirsty, I think I'll be ______________________________
8. I feel really happy when ______________________________
9. I feel sad when ______________________________
10. What makes me furious is ______________________________
11. When I'm in trouble I turn to ______________________________
12. What I like best about school is ______________________________
13. What makes me anxious is ______________________________
14. If there were no grades, I'd ______________________________
15. If I think a teacher doesn't like me, I ______________________________
16. When there is no right answer, I feel ______________________________

17. What embarrasses me the most is ______________________________

____

18. I learn best when ____

____

Ibid., p. 37.

SPACESHIP

This activity is for one class period for an unlimited group that requires blackboard and chalk or newsprint and marker.

1. The following exercise is a decision-making game which works best if it is taken seriously or as if the task at hand is a real one. If your class is large, divide students into small groups so that each person may have a part in the process.

2. Read the following situation to the class and explain that after you have read the task, the class or each group has 20 minutes to make its decision. Tell then that you will remind them of the time during the 20 minutes.

SPACESHIP STORY

You are members of NASA ground control, responsible for making all major decisions regarding problems with U.S. space flights. You have just received a disturbing report from a spaceship unit, Center I, stationed midway between Earth and the moon -- a transit supply ship has been destroyed by a meteor shower in a freak accident while making its normal run. The eight persons on Center I have been left stranded by the accident with food which will suffice for only five persons until the next supply ship can be readied to make its run. Center I has radioed NASA Ground Control asking that you make the decision as to which three persons will not remain aboard the spaceship. These three persons will have to be jettisoned into empty space, and you must be prepared to justify your decision to the general public. Remember, only five people can be chosen to survive. If you cannot decide, then no one will be able to live because of the limited rations.

The descriptions of the eight people are: (List on the board.)

1. The captain, NASA's most experienced astronaut. (37 years old)

2. The wife of the captain. They have five children. (37 years old)

3. A stowaway. Escaped from detention center, accused of selling marijuana. (14 years old)

4. A geologist. Enroute to the moon to collect uranium samples for nuclear use. (65 years old)

5. A female singer enroute to the moon to entertain servicemen in bases there. (30 years old)

6. A senator's daughter doing research on spaceship life for a government project. (25 years old)

7. The first lieutenant. Right hand man to the captain. (35 years old)

8. The spaceship's chaplain. (45 years old)

When the 20 minutes are up, ask a class spokesperson or small group representative to explain the decision(s). Before beginning the processing, be sure that all students, especially if they are elementary ages, understand that this exercise was only a simulation and that real people were not involved in the story.

Processing questions may include, but are not limited to:

1. What assumptions did you make about the eight people on the spaceship list? How did these assumptions affect your choices of who could stay or not stay on the spaceship?

2. Was it easy not to include any of the people on the list in the five who could remain aboard the ship? Why? What were your criteria for the five who could remain aboard?

3. How did your choices reflect your values? Were there many differing values within your group? How did you resolve the differences and make a common decision?

4. If you were not able to make a decision, what blocked your decision-making? What would have enabled you to make a decision?

5. During the decision-making process, did you hold fast to your initial feelings about who should or should not remain aboard the spaceship or did your opinions change during the group discussion?

6. What times are there in our lives that we are called upon to make hard decisions or decisions which seem to have a cost either way they are made?

7. What have you learned from this exercise about (1) yourself in a group decision-making situation, and (2) your personal values and the role that they play in your decision-making?

This exercise is appropriate for all ages, but remember to clarify with younger students the fact that the spaceship situation is only a pretend situation with no real consequences.

Charlotte Drug Education Center, Inc., Ombudsman: A Classroom Community (Charlotte, North Carolina: Charlotte Drug Education Center, Inc., 1980), pp. 117-118.

NASA EXERCISE

The challenge in decision-making is to obtain the best information with limits of time and other resources. This is often very difficult because information does not exist in pure form. It is always filtered through people who may or may not get along with each other and who might not even care about a good decision. This exercise is a means to help you look at the process of gathering information, working out group procedures, analyzing different contributions, and handling conflict and motivation. The exercise is intended to help you examine the strengths and weaknesses of individual decision-making vs. group decision-making.

INSTRUCTIONS:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and because survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. On the next page are listed the fifteen items left intact and undamaged after the landing. Your task is to rank them in terms of their importance to your crew in reaching the rendezvous point. In the first column (Step 1) place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important.

After the individual rankings are completed, participants should be formed into groups having from four to seven members. Each group should then rank the fifteen items as a team. This group ranking should be a general consensus after a discussion of the issues, not just the average of each individual ranking. While it is unlikely that everyone will agree exactly on the group ranking, an effort should be made to reach at least a decision that everyone can live with. It is important to treat differences as an incentive to force the group to seek better alternatives. The group ranking should be listed in the second column (Step 2).

The third phase of the exercise consists of the instructor's providing the expert's rankings, which should be entered in the third column (Step 3). Each participant should compute the difference between the individual ranking (Step 1), and the expert's ranking (Step 4), and between the group ranking (Step 2) and the expert's ranking (Step 5). Then add the two "difference" columns -- the smaller the score, the closer the ranking is to the view of the experts.

NASA TALLY SHEET

ITEMS	STEP 1 Your Individ. Ranking	STEP 2 The Team's Ranking	STEP 3 Survival Expert's Ranking	STEP 4 Difference Between Step 1 & 3	STEP 5 Difference Between Step 2&3
Boxes of Matches					
Food Concentrate					
50' of Nylon Rope					
Parachute Silk					
Portable Heating Unit					
Two .45 Caliber Pistols					
1 Case Dehydrated Pet Milk					
Two 100-lb. Tanks of Oxygen					
Stellar Map (of the Moon's Constellat.)					
Life Raft					
Magnetic Compass					
5 Gallons of Water					
Signal Flares					
First Aid Kit Containing Injection Needles					
Solar Powered FM Receiver-Transmitter					
			TOTAL		
(The lower the score the better)				YOUR SCORE	TEAM SCORE

NASA EXERCISE
(Answers)

ITEMS	NASA'S Reasoning	NASA'S Ranks
Box of matches	No oxygen on moon to sustain flame; worthless	15
Food Concentrate	Efficient means of supplying energy requirements	4
50' of Nylon Rope	Useful in scaling cliffs, tying injured together	6
Parachute Silk	Protection from sun's rays	8
Portable Heating Unit	Not needed unless on dark side	13
Two .45 Caliber Pistols	Possible means of self-propulsion	11
1 Case Dehydrated Pet Milk	Bulkier duplication of food concentrate	12
Two 100-lb. Tanks of Oxygen	Most pressing survival need	1
Stellar Map (of the Moon's Constellation)	Primary means of navigation	3
Life Raft	CO^2 bottle in military raft may be used for propulsion	9
Magnetic Compass	Magnetic field on moon is not polarized; worthless for navigation	14
5 Gallons of Water	Replacement for tremendous liquid loss on lighted side	2
Signal Flares	Distress signal when Mother Ship is sighted	10
First Aid Kit Containing Injection Needles	Needles for vitamins, medicines, etc; will fit special aperture in NASA space suits	7
Solar-Powered FM Receiver-Transmitter	For communication with Mother Ship; but FM requires line-of-sight transmission and short ranges	5

James P. Trotzer, The Counselor and the Group: Integrating Theory, Training, and Practice (Monterey, California: Brooks Cole Publishing Company, 1977), pp. 206-208.

ALLIGATOR RIVER

This activity requires six to twelve students; no materials needed. The activity will take 40 to 45 minutes.

The teacher tells either the X-rated or the G-rated story of Alligator River (see below), depending on the age of the students. Following the story, the students are asked to privately rank the five characters from the most offensive character to the least objectionable. The character whom they find most reprehensible is first on the list; then the second most reprehensible, and so on, with the fifth being the least objectionable.

After the students have made their own rankings, groups of four are formed in which they share their thinking and discuss all the pros and cons with one another.

Following the discussion, the teacher might ask voting questions to find out how the class ranked each of the characters. (For example, "How many felt Alicia was the best character? How many felt she was the worst character?" Incidentally, this would also be a good way to form discussion groups, with those who ranked a given character first or last in the same group.

The teacher can also ask some thought-provoking questions about the character they ranked as most offensive. For example: "Is that the kind of person you least want to be like?" "What kind of person would be the opposite of this character?" "List three things you could do or are now doing to be the opposite of the person you rated as worst." Then, the teacher might ask the students to form into groups of three to share what they have written. Or a few students could volunteer to read what they wrote to the whole class.

THE ALLIGATOR RIVER STORY (Rated X)

Once upon a time there was a woman named Alicia who was in love with a man named Gregorio. Gregorio lived on the shore of a river. Alicia lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Alicia wanted to cross the river to be with Gregorio. Unfortunately, the bridge had been washed out. So she went to ask Oskar, a riverboat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Javier to explain her plight. Javier did not want to be involved at all in the situation. Alicia felt her only alternative was to accept Oskar's terms. Oskar fulfilled his promise to Alicia and delivered her into the arms of Gregorio.

When she told Gregorio about her amorous escapade in order to cross the river, Gregorio cast her aside with disdain. Heartsick and dejected, Alicia turned to "El Eddie" with her tale of woe. "El Eddie," feeling compassion for Alicia, sought out Gregorio and beat him brutally. Alicia was overjoyed at the sight of Gregorio getting his due. As the sun sets on the horizon, we hear Alicia laughing at Gregorio.

THE ALLIGATOR RIVER STORY (Rated G)

Once there was a girl named Alicia who was in love with a boy named Gregorio. Gregorio had an unfortunate mishap and broke his glasses. Alicia, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river and during a flash flood the bridge was washed away. Poor Gregorio could see nothing without his glasses, so Alicia was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Oskar glided by in a rowboat.

She asked Oskar if he would take her across. He agreed to on the condition that while she was having the glasses repaired she would go to a nearby store and steal a transistor radio that he had been wanting. Alicia refused to do this and went to a friend named Javier who had a boat.

When Alicia told Javier her problem, he said he was too busy to help her out and didn't want to be involved. Alicia, feeling that she had no other choice, returned to Oskar and told him she would agree to his plan.

When Alicia returned the repaired glasses to Gregorio, she told him what she had had to do. Gregorio was appalled at what she had done and told her he never wanted to see her again.

Alicia, upset, turned to "El Eddie" with her tale of woe. "El Eddie" was so sorry for Alicia that he promised her he would get even with Gregorio. They went to the school playground where Gregorio was playing ball and Alicia watched while "El Eddie" beat Gregorio up and broke his glasses again.

* * *

This strategy often generates a good deal of emotional involvement. Students may attempt to attach and criticize each other's rankings. If listening to, or intolerance toward others' ideas prove to be a problem, you can focus a discussion around this matter.

Sidney B. Simon, Values Clarification (New York, New York: Hart Publishing Company, Inc., 1972), pp. 290-294.

STUDENT INTERVIEW FORM

NAME ______________________________ DATE ____________________
Last First

1. What would you rather do? Check 3 by order of preference.

____office work
____medical work
____law enforcement work
____teacher
____musician
____business work
____heavy machinery work
____farm work
____factory work

Write in any others you might want to do. ____________________
____
____

2. Have you ever thought of going to college? ____Yes ____No

3. Have you ever thought of joining the Armed Forces? ____YES ____No

4. Do you have any hobbies? ______________________________
____

5. Are you satisfied with the grades you make? ____Yes ____No

6. If your grades are not satisfactory to you, who or what do you blame?
____
____

7. Which people do you like?
____policeman
____teacher
____parent
____salesman
____truck driver
____mechanic

8. What do you like about school? (2 things or reasons) ____________________
____

9. Is there something about school you don't like? ____________________
____

Texas Migrant Interstate Program and Region I Education Service Center, Migrant Counselor's Guide: A Suggested Management System for Secondary Migrant Counselors, p. 36.

HOW TO HELP YOUNG PEOPLE ESTABLISH VALUES

Raths Harmin, and Simon list seven traditional ways in which teachers have tried to help young people establish their values.

1. Setting an example either directly, by the ways adults behave, or indirectly by pointing to good models in the past or present.
2. Persuading and convincing by presenting arguments and reasons for this or that set of values and by pointing to the fallacies and pitfalls of others.
3. Limiting choices by giving children choices only among values "we" accept.
4. Inspiring by dramatic or emotional pleas for certain values.
5. Rules and regulations intended to contain and mold behavior until it is unthinkingly accepted as "right."
6. Cultural or religious dogma presented as unquestioned wisdom or principle.
7. Appeals to conscience, appeals to the still, small voice that we assume is within the heart of everyone.

They admit that these methods have value in controlling behavior and in forming beliefs and attitudes, but they assert that they cannot lead to establishing values in the sense in which they are talking of values, "values that represent the free and thoughtful choice of intelligent human beings interacting with complex and changing environments." Instead, they recommend seven steps which the teacher should employ to help young people develop the process of valuing:

1. Encourage young people to make choices, and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help young people weigh alternatives thoughtfully, reflecting on the consequences.
4. Encourage young people to consider what it is that they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, and live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.

This approach does not mean that the teacher turns the young people completely loose to run their own lives and the classroom. It means working with them to help them form their own values in those areas in which they are capable of forming them. These areas are restricted, but the important thing is that the young people are learning the process of establishing values. The teacher does not abdicate or negate his or her own values, but presents them as his or her values. It is not easy. Mistakes and blunders will be made. But in times like ours, when change is occurring so fast and when life is so complex, they may well be the most effective way of developing convinced dedicated persons.

Ibid., p. 46.

THE EMPLOYMENT APPLICATION

What's It All About?

To have you see yourself, as you appear to an employer.

What You Can Do:

Fill in the application, answering all blanks to the best of your ability.

Fill it out as if you were applying for a position.

Under "EMPLOYMENT DESIRED" write what position you would like to have, or the position for which you believe you are qualified.

YOUR RESUME

What's It All About:

To write in your own words, how you see yourself, and want others to see you.

How you design your resumé is completely up to you.

It is to be a reflection of you, your personality, creativity and ability to express yourself.

What You Can Do:

Your resumé should contain at least some of the following information:

a) Full Name
b) Address
c) Telephone number
d) Marital status
e) Educational background
f) Foreign languages spoken fluently
g) Employment experience
h) Special skills
i) Offer to provide references upon request
j) Job objective
k) Hobbies or special interests

Take a look at the resumé on the following page before you start your own. Think about the picture of the graduating student outlined -- Can you visualize this person? Now write your own.

DID YOU KNOW...

****

That the expression curriculum vitae is sometimes used instead of resumé?

****

NAME: Juan José García

ADDRESS: 909 East Villegas
Pharr, TX 78577

TELEPHONE #: (512) 781-1575

DATE OF BIRTH: 8/21/62

MARITAL STATUS: Single

PARTICULARS: Height: 5'10" --- Weight: 153 lbs.
Brown Eyes --- Brown Hair

EDUCATION: Pharr-San Juan-Alamo High School, Pharr, TX
Will graduate June of 1981 - General Studies

OBJECTIVE: Seeking permanent employment beginning June, 1981

EXPERIENCE: 1978-Present: Acme Maintenance & Supply Co., part-time, summers, and Saturdays. Duties: Loading and unloading of trucks.

EXTRACURRICULAR: Member of high school band. Played trumpet.

Assistant Editor of Pharr-San Juan-Alamo High School yearbook.

Active in neighborhood athletic club.

REFERENCES: Mr. Roberto F. Loredo, Counselor
Pharr-San Juan-Alamo High School
1229 South "I" Road
Pharr, TX 78577

Mr. Ken Ryan
Acme Maintenance & Supply Co.
Pharr, TX 78577

NOTE: I realize that I have no specific experience; however, I am willing to begin at the bottom and learn.

PARENT-TEACHER CONFERENCES

Be friendly and start with a favorable or friendly remark.

Sit facing parent...not behind desk.

Listen.

Listen for feelings.

Listen without showing alarm, disgust, or disappointment.

Try to put yourself in parent's shoes.

Find out how parent sees the child, school, and YOU.

Emphasize child's strengths and abilities.

Know what the child has done in previous years.

Have sample of child's work to show, if possible.

Ask parents for other strengths and abilities.

Describe performance as precisely as possible in terms parents can understand.

Explain that child's behavior is the result of many variables.

Give parents chance to make comments or ask questions.

Ask for their help and cooperation.

Emphasize that the child will progress faster if home and school work together.

Accept parent's suggestions whenever possible.

Discuss other teachers, students, and parents only positively.

DON'T be defensive.

DON'T argue.

DON'T criticize parents about their effectiveness as parents.

DON'T dwell on any of the child's inadequacies that can't be changed by direct modification.

Close interview positively.

Treat information confidentially.

SOME QUESTIONS YOU MAY WANT TO ASK THE PARENT

What is your child's reaction to school?

How is his/her health? Does he/she have any emotional problems?

How does he/she spend time after school? What are his/her hobbies, special interests and abilities?

How and where does he/she do his/her homework?

What is his/her response to rules and responsibilities at home?

What type of discipline works best with him/her at home?

How does your child feel about authority figures?

SOME QUESTIONS THE PARENT MAY ASK YOU

What is my child's ability level?

Is he/she working up to his/her ability?

What group is he/she in? Why?

How is he/she doing in mathematics (reading, science, etc.)?

May I see some of his/her work?

What books is he/she using?

Has he/she shown any special interests or abilities?

Does he/she get along well with his/her classmates?

Has he/she shown any leadership qualities?

Does he/she obey you?

How can I help my child?

Does my child attend class regularly?

Harlandale Independent School District, Consulting, Counseling, Coordination, Helping Elementary Teachers with their Guidance Roles (San Antonio, Texas: Harlandale Independent School District).

WHO-O-O AM I?

This activity is for the entire class, needs no materials, and has no time limit.

1. Ask class to choose a partner and decide who will be A and who will be B.
2. Explain that A will begin to talk about himself and B will be a tape recorder. The tape recorder can make no comments or ask questions during the time A is talking.
3. After 2 minutes (or a time limit you set yourself) A stops talking and B repeats verbatim what A has said, as a tape recorder would. During this time A can make no comment. When B has finished, then A can tell B anything that he/she forgot.
4. The roles are then reversed: A is the tape recorder and B talks for the same amount of time. Follow the same procedure.

Discuss what is necessary to be a good listener. You might ask class questions: Was it hard for you to listen without thinking of other things? What did you look at while you were listening? etc.

Willow Run Community Schools, CASTLE: Creating A Safe Teaching and Learning Environment, p. 44.

THE POLICY-MAKING GROUP MEETING

These are meetings of the total class to develop behavior norms and classroom policies through the participation of everyone in the class, including the teacher. The main purpose of such meetings is for "anticipating problem-solving"...setting policies that will reduce the occurrence of conflicts in the classroom.

1. OBJECTIVES:

   To arrive at mutually acceptable rules or policies that will govern the behavior of the members of the class.

2. THE TEACHER'S ROLE:

   (a) Facilitating the problem-solving process.

   (b) Helping the class arrive at specific decisions, acceptable to both students and teacher.

   (c) Using active listening to clarify ideas.

   (d) Contributing own ideas and feelings

   (e) Overseeing that policies are made covering all major behavioral situations such as:

      Getting into seats
      Starting class
      Speaking out during various classroom activities
      Listening to others
      Handling materials or equipment
      Leaving the room during class
      Treating/Mistreating of others
      Ending the class

   (f) Requiring an agenda

   (g) Recording required function

Texas Migrant Interstate Program and Region I Education Service Center, Migrant Counselor's Guide: A Suggested Management System for Secondary Migrant Counselors, p. 42.

QUESTIONNAIRE - CLASS PRIVILEGES

NAME____

The following information is going to be used to help gain your cooperation and hopefully make our class fun, interesting, and a place where we will really learn. Please think about your answers carefully and write them clearly.

1. List things you would enjoy doing alone at your desk as a reward for getting your work done. This activity cannot interfere with others who might be working too.

   a. ____

   b. ____

   c. ____

2. List things you would enjoy doing in a small group or with the whole class participating. These activities would not have to be done quietly, but the students would remain in their seats.

   a. ____

   b. ____

   c. ____

3. List the things you presently dislike doing in our class.

   a. ____

   b. ____

   Now, recommend things that you feel could be done to change or replace the things you don't like.

   a. ____

   b. ____

4. List things you like about our class that you wish to continue doing. Also, list your favorite school activities whether in this room, in another room, or outdoors, etc.

   a. ____________________ c. ____________________

   b. ____________________ d. ____________________

Ibid., p. 43.

PART IV

RESOURCES AND REFERENCES

CONCLUDING REMARKS

The Chapter I Migrant Program is providing many innovative instructional and supportive services for migrant students. Through joint efforts of federal, state, and local educational agencies, the educational needs of many migrant children are being met. The task of migrant counselors is to provide counseling and guidance programs which will help the student to reduce the psychological and social conditions which contribute to his alienation, overall poor academic performance, negative educational interest/motivation and possible dropout tendencies. The Migrant Program will continue to meet the needs of migrant students through instructional and supportive services such as:

- the guidance and counseling component
- adequate academic, vocational and commercial course availability
- the tutorial component
- the Add-On Program (make-up work program for late entries and early withdrawals)
- free summer school
- free Driver Education Programs
- essential medical and clothing services
- the MSRTS Secondary Credit Accrual - an updated academic student profile of courses taken, credit completed, school district graduation requirements and pertinent student medical information
- the dissemination of information and recruitment into migrant interstate day, evening and summer educational programs
- the recruitment and placement of migrant students in post-secondary institutions.

Joint counseling and guidance efforts are helping the migrant student to remain in school and to become a productive member of society.

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APPENDIX A

LEGISLATIVE HISTORY AND LEGAL COMPLIANCE

Title I of Public Law 89-10, the Elementary and Secondary Education Act (ESEA) of 1965, authorized a national program of federal education support for disadvantaged children. In November of 1966, Title I ESEA was amended by P.L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers.

Section 103 of P.L. 89-750 (Education Amendments of 1966) authorized "payments to state educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to state educational agencies (SEA's) or combinations of such agencies to establish or improve, either directly or through local educational agencies (LEA's), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. P.L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Other significant legislation amending the Title I Migrant statute included the Education Amendments of 1967 (P.L. 90-247); the Education Amendments of 1969 (P.L. 91-230); the Education Amendments of 1972 (P.L. 92-318); and, the Education Amendments of 1974 (P.L. 93-380). These laws provided statements concerning such program components as the eligibility of the five-year settled-out migrant, the reallocation of excess funds, the use of carry-over funds, the dissemination of information, parental involvement, a prohibition against supplanting of state and local funds, preschool education, the use of statistics from the Migrant Student Record Transfer System (MSRTS) for funding purposes, the eligibility of migratory children of migratory fishermen, and the identification and dissemination of information concerning innovative and successful projects.

PROGRAM ADMINISTRATION AND OPERATION

The Title I Program for migratory children is a state-administered program which may involve financial assistance to local educational agencies as sub-grantees. Operational responsibilities are shared by the U.S. Commissioner of Education, state educational agencies, local educational agencies, and other public and private non-profit organizations which operate migrant projects.

The SEA is directly responsible for the administration and operation of the state's Title I Migrant Program. Annually, each SEA submits a comprehensive plan and cost estimate for its statewide program to the Office of Education for approval. Section 116d.31 of the regulations provides that this plan is to contain information on the number and location of migrant students within the state, their special educational needs including educational performance and cultural and linguistic background which is relevant to assessing the educational needs of the children, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, the types of information which the SEA will pass on to the other SEA's to assure continuity of services, a description of the SEA's plan for meeting requirements pertaining to dissemination of public information, and the establishment and utilization of a state parental involvement council for program planning, implementation, and evaluation purposes. In addition, each state application is to contain an appropriate budget. Section 116d.31 of the regulations further provides that the Commissioner shall approve a state application only if it demonstrates that payment will be used for projects designed to meet the special educational needs of migratory children, including provision for the continuity of educational and supportive services, and transmittal of pertinent information with respect to school records of these children. The SEA then approves or disapproves local project proposals. Further, the SEA is also responsible for the design and preparation of state evaluation reports.

If the state's application is approved, it is awarded a grant entirely separate from the regular Title I allocation to finance the Migrant Program. SEA's are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which state objectives and priorities are being met.

Proposals to operate a migrant project are submitted to SEA by these LEA's serving areas with migrant students, and by other public and non-profit private organizations (note that proposals are submitted on a voluntary basis). Section 116d.6 of the program regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade group, the estimated number of children to be served by the agency, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The Title I Migrant Education Program was first appropriated $9.7 million in fiscal year 1967 of a $40.3 million authorization. That appropriation has grown to $173.6 million for fiscal year 1979 programs. In 1967, state agency programs were not fully funded under the Chapter I enabling legislation;

therefore, the appropriation was less than the authorization. In succeeding years, state agency programs have been funded to the full authorization.

The statute also includes a provision for special arrangements whereby the Commissioner may conduct Migrant Education Programs. If the Commissioner determines that a state is unable or unwilling to conduct education programs for migrant children, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies in one or more states and may use all or part of the grants available for any such state.

The Commissioner of Education determined that full implementation of the Migrant Student Record Transfer System (MSRTS) would add substantially to the welfare and educational attainment of migrant children. Because all states are required to participate in this interstate and intrastate transfer of records, and as such, benefit from its operation, an equal percentage of each state's annual grant amount is set aside to fund the MSRTS.

FUNDING

Public Law 95-561, sections 141-143, address the following:

GRANTS-ENTITLEMENT AND AMOUNT

Sec. 141
(A) ENTITLEMENT.
A state educational agency or a combination of such agencies shall, upon application, be entitled to receive a grant for any fiscal year under this part to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen which meet the requirements of section 142.

(B) AMOUNT OF GRANT
(1) Except as provided in sections 156 and 157, total grants which shall be made available for use in any state (other than Puerto Rico) for this subpart shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or [A] in the case where the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or [B] in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied

by (i) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (ii) the full-time equivalent of the estimated number of such migratory children age five to seventeen, inclusive, who reside in the state part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any state, such amount exceeds the amount required under section 142, the Commissioner shall allocate such excess, to the extent necessary, to other states, whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In determining the full-time equivalent number of migratory children who are in a state during the summer months, the Commissioner shall adjust the number so determined to take into account the special needs of those children for summer programs and the additional costs of operating such programs during the summer. In determining the number of migrant children for the purposes of this section the Commissioner shall use statistics made available by the Migrant Student Record Transfer System or such other system as he may determine most accurately and fully reflects the actual number of migrant students.

(2) For each fiscal year (FY), the Commissioner shall determine the percentage which the average per pupil expenditure in Puerto Rico is of the lowest average per pupil expenditure of any of the fifty states. The grant which Puerto Rico shall be eligible to receive under this section for a fiscal year shall be the amount arrived at by multiplying the number of such migrant children in Puerto Rico by the product of-- (i) the percentage determined under the preceding sentence, and (ii) 32 per centum of the average per pupil expenditure in the United States.

PROGRAM REQUIREMENTS

Sec. 142
(A) REQUIREMENTS FOR APPROVAL OF APPLICATION.
The Commissioner may approve an application submitted under section 141A only upon his determination:

(1) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children;

(2) that in planning and carrying out programs and projects there has been and will be appropriate coordination with pro-

grams administered under part B of Title III of the Economic Opportunity Act of 1964 and under section 303 of the Comprehensive Employment and Training Act;

(3) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of subpart 3 of part A, other than sections 122, 123, 126D, and 130 thereof;

(4) that, in planning and carrying out programs and projects at both the state and local educational agency level, there has been and will be appropriate consultation with parent advisory councils established in accordance with regulations of the Commissioner (consistent with the requirements of section 125A; and

(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool educational needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this paragraph will not detract from the operation of programs and projects described in paragraph (1) of this subsection after considering funds available for this purpose.

(B) CONTINUATION OF MIGRANT STATUS.
For purposes of this subpart, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this section. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

(C) BY-PASS PROVISION.
If the Commissioner determines that a state is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies to carryout the purposes of this section in one or more states, and for this purpose he may use all or part of the total of grants available for any such state under this section.

COORDINATION OF MIGRANT EDUCATION ACTIVITIES

Sec. 143
(A) ACTIVITIES AUTHORIZED.
The Commissioner is authorized to make grants to, or enter into contracts with, state educational agencies to operate a system for the transfer among State and local educational agencies of migrant student records and to carry out other activities, in consultation with the states, to improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory students.

(E) AUTHORIZATION OF APPROPRIATIONS.
Agencies are authorized to be appropriated for this section not more than 5 per centum of the total amount paid for the preceding fiscal year to state educational agencies under section 141.

GRANT AMOUNTS

The formula for computing the maximum grant a state may receive is based on the full-time equivalency school-aged (5-17) migrant children residing in the state. Unfortunately, the true number of migrant children is not known.

Previous to FY 1975, estimates of the number of migrant children for each state were obtained by multiplying the number of migratory workers residing in the state (information provided by the employment offices of the U.S. Employment Service) by seventy-five percent. Section 101 of P.L. 93-380 (Education Amendments of 1974) provides that the number of migrant children will henceforth be estimated from "statistics made available by the Migrant Student Record Transfer System or such other system as (the Commissioner) may determine most accurately reflects the actual number of migrant students." Beginning in FY 1975, state allocations were based on information contained in the MSRTS.

The state's allocations are computed through a formula which multiplies the state's full-time equivalency of migrant children by 40% of the state's per pupil expenditure, and adjusted, when necessary, to not less than 80% or not more than 120% of the national average per pupil expenditure.

Section 125 of P.L. 93-380 states, however, that "no state agency shall receive in any fiscal year...an amount which is less than 100 per centum of the amount which that state agency received in the prior fiscal year." Therefore, when the formula that employs current statistics made available by the MSRTS computes to a grant amount less than the grant amount made available in FY 1974 (utilizing Department of Labor estimates), or in any succeeding fiscal year (utilizing Department of Labor estimates of MSRTS data), then the new grant award is maintained at a level equal to that of the prior fiscal year. In essence then, a funding floor was created in 1974, and state agencies are held harmless at 100% of that fiscal year's grant amount or any succeeding fiscal year's grant amount that demonstrated an increase and established a new funding floor.

FUND UTILIZATION (P.L. 95-561 Sec. 116d.51)

(A) GENERAL.
An SEA may use funds made available for the state migrant education program under section 141 of Title I of the Act only for the following:

(1) To perform the functions described in 116d.50D2 of these regulations relating to administrative functions that are unique to the State migrant education program.

(2) To support approved projects designed to meet the special educational needs of eligible migratory children.

(B) TYPES OF SERVICES.
The projects referred to in paragraph A2 of this section must be designed to meet the special educational needs of the migratory children eligible to be served, particularly any need for improvement in the basic academic subjects. The project's services must be supplementary to those services provided with state and local funds. These projects may include the following types of services:

(1) Academic instruction

(2) Remedial and compensatory instruction.

(3) Vocational instruction and career education services.

(4) Special guidance, counseling, and testing services.

(5) Preschool services.

(6) Other educational services that are not available to eligible migratory children in adequate quantity or quality.

(7) The acquisition of instructional materials -- such as books and other printed or audiovisual materials -- and equipment.

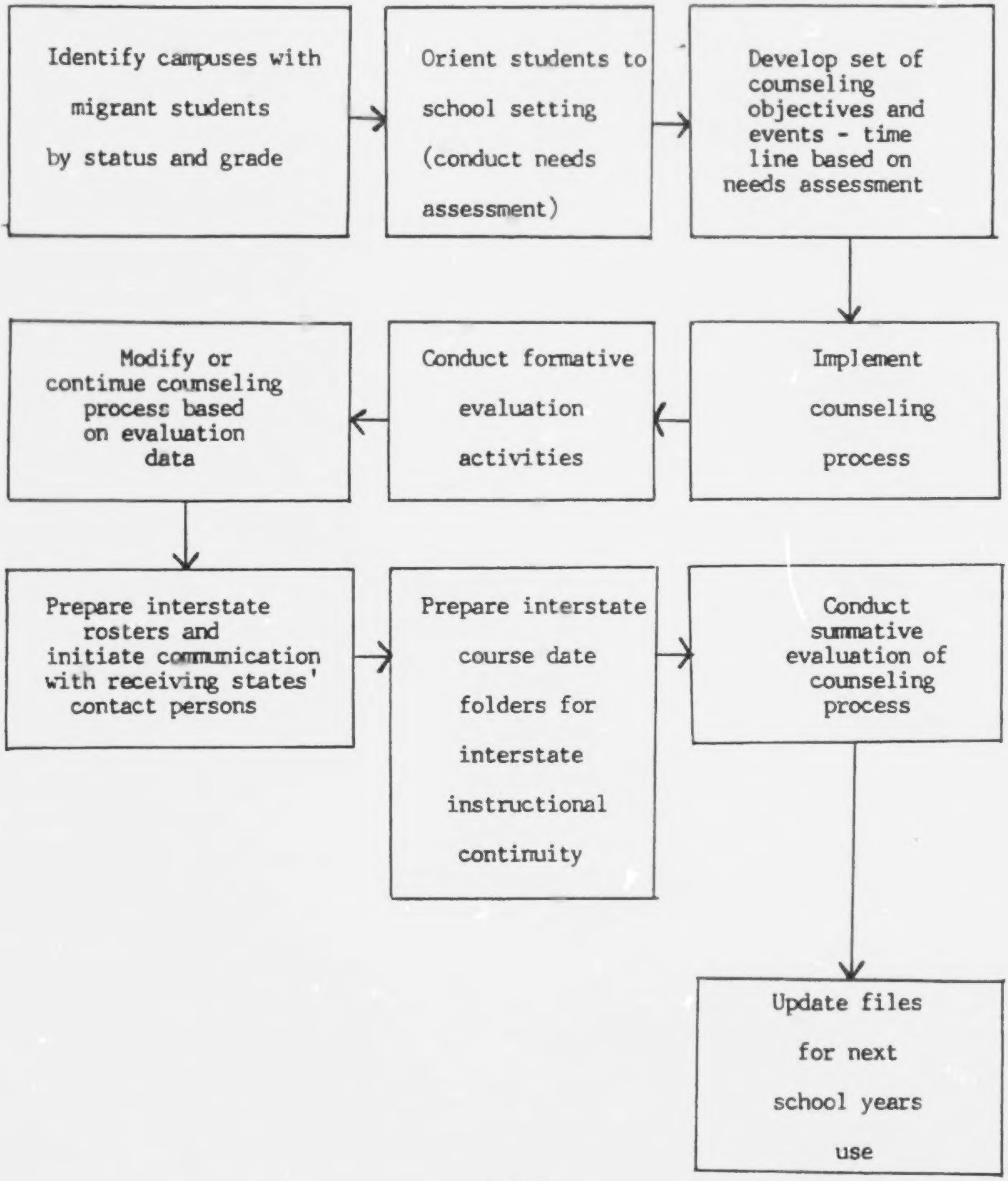
(8) Other services that meet the purposes of the Migrant Education Program.

SUMMARY

The Commissioner issues these fiscal regulations for the program for migratory children under Sections 141-143 of Title I of the Elementary and Secondary Education Act (ESEA). The purpose of the Migrant Education Program is to make federal funds available to state educational agencies (SEA's) to conduct programs designed to meet the special educational needs of migratory children.

APPENDIX B

MIGRANT PROGRAM
COUNSELOR'S FLOW CHART


Identify campuses with migrant students by status and grade
Orient students to school setting (conduct needs assessment)
Develop set of counseling objectives and events - time line based on needs assessment
Implement counseling process
Conduct formative evaluation activities
Modify or continue counseling process based on evaluation data
Prepare interstate rosters and initiate communication with receiving states' contact persons
Prepare interstate course date folders for interstate instructional continuity
Conduct summative evaluation of counseling process
Update files for next school years use

STUDENT INVENTORY OF GUIDANCE AWARENESS

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? **DO NOT PLACE YOUR NAME ON THIS INVENTORY.**

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (X) in the space marked (?).

___Yes ___No ___? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes ___NO ___? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes ___No ___? 3. Have you had conferences with someone on your school staff concerning your educational and vocational plans?

___Yes ___No ___? 4. Does the school inform your parents of your standardized test results?

___Yes ___No ___? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes ___No ___? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude.)

___Yes ___No ___? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes ___No ___? 8. Do you know which member of your school staff is your school counselor?

___Yes ___No ___? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes ___No ___? 10. Has your school counselor talked with you about your future educational and vocational plans?

___Yes ___No ___? 11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes ___No ___? 12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

___Yes ___No ___? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes ___No ___? 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

___Yes ___No ___? 15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes ___No ___? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experiences to employers in a convincing manner?

___Yes ___No ___? 17. Have your parents ever talked with your school counselor?

___Yes ___No ___? 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes ___No ___? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes ___No ___? 20. Can you talk about your real feelings about things with your school counselor?

___Yes ___No ___? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes ___No ___? 22. Do you know where your school counselor's office is located?

___Yes ___No ___? 23. Have you been helped to decide if you have the ability to succeed in college?

___Yes ___No ___? 24. Does your school use filmstrips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes ___No ___? 25. Have your ability and achievement tests results been helpful to you in your educational and vocational planning?

___Yes ___No ___? 26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes ___No ___? 27. Have you had an opportunity to participate in group discussion about the concerns of high school students?

___Yes ___No ___? 28. Has your school counselor discussed your ability and achievement tests results with you individually?

___Yes ___No ___? 29. Were you helped before the ninth grade to plan your high school program of courses?

___Yes ___No ___? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes ___No ___? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits, and interests as they pertain to your future plans?

___Yes ___No ___? 32. Have you been satisfied with the course selections which you have made?

___Yes ___No ___? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SCHOOL ______________________________ BOY _____ GIRL _____ GRADE __________

APPENDIX D

COUNSELING AND GUIDANCE STUDENT SERVICES

	SCHOOL PROGRAMS
	Dare-Reading (Mig.)
	SCE-Reading
	Migrant Math
	Title I Math
	Teacher Tutorial
	Bio. Enrichment
	Drop-Out Prev.
	E.S.L.
	L.D.
	Visiting Teacher
	Medical Services
	Regular Class
	Speech Therapy
	Add-On Program

NAME: ______________________ GRADE: __________

ADDRESS: ____________________ PHONE: __________

PARENTS: ____________________ STATUS C F

D.O.B. / / AGE _____ ENTRY DATE: / / CODE: O R

DATE OF WD. / / REASON: ____________________

SCHOOL ATTENDED: ____________________

MIGRATED TO: ____________________

Free Lunch; Yes _____ No _____

Type of Need:
(1) Personal Problems/Personal Adjustment
(2) Career Awareness
(3) Study Habits
(4) Academic (late entry, early withdrawal, failing)
(5) Parent Conferences
(6) Teacher Conference

Type of Session:
(1) Individual
(2) Group
(3) Classroom

Length of Session:
(1) Less than 15 minutes
(2) 15-30 minutes
(3) More than 30 minutes

PROMOTION STATUS:

Placed _________

Retained _________

Promoted _________

DATE	TYPE OF NEED	TYPE OF SESSION	LENGTH OF SESSION	COMMENTS
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	
	1 2 3 4 5 6	1 2 3	1 2 3	

APPENDIX E - RECORD OF COUNSELING SESSION

Last Name	First Name	D.O.B.	Grade

Reason for being referred

Referring Person

Date of Referral

Date of Counseling Session

Counselor's Comments

Counselor's Signature

APPENDIX F - TEACHER REFERRAL FORM (CONFIDENTIAL)

SCHOOL ______________________________ DATE ________________

STUDENT ____

D.O.B. ___________________ TEACHER _________________________

GRADE LEVEL _________ MIGRANT _________ NON-MIGRANT _________

REASON FOR REFERRAL:

What type of difficulty have you experienced with this student which prompted you to make this referral? Please specify and check appropriate reason(s).

_____A. Poor participation in class.

_____B. Feelings of inadequacy.

_____C. Problems with attention span.

_____D. Lack of interaction with peers

_____E. Poor communication skills.

_____F. Overly active or impulsive.

_____G. Family conflicts.

_____H. Disruptive behavior.

_____I. Lack of attendance.

_____J. Poor attitude toward instruction.

_____K. Dishonesty.

_____L. Suspected drug or alcohol problems.

OTHER: ____

____

____

____
Teacher's Signature

APPENDIX G - GLOSSARY

Add-On Program

A program designed to provide opportunities for migrant students who enroll late or withdraw early to make up their course work. It is not a tutorial program. An enrichment program is an example of an Add-On Program.

Bilingual Syntax Measurement - (B.S.M.)

A testing instrument used to measure language proficiency.

Certificate of Eligibility - (C.O.E.)

A form that is used to determine the eligibility of a student for migrant services.

Educationally Deprived Student

An educationally deprived student is one who is two or more years below his/her grade level. Example: A student who is in the eleventh grade and whose reading score on an achievement test is at the eighth grade level.

Elementary and Secondary Education Act of 1965 (ESEA)

In November 1966, Title I of Public Law 89-10, the Elementary and Secondary Education Act of 1965, was amended by Public Law 89-750 to incorporate special provisions for migratory children of migratory agricultural workers within the national program of federal education support for disadvantaged children (Title I, ESEA). The law has subsequently been amended for additions, revisions and for further clarification.

English as a Second Language - (E.S.L.)

Instruction in English listening, speaking, reading, and language through the use of any one or combination of methods for teaching English to primary speakers of other languages.

English Proficient

Skilled in speaking, reading, and writing in the English language.

Exemplary Migrant Student

A migrant student recognized for his/her scholastic ability and achievement during high school, college, or after college graduation.

Grants

Financial awards that students in post-secondary institutions can apply for and receive in order to continue their education. This financial aid need not be repaid.

Home Based School

The legal and permanent residency of the migrant child where he/she plans to complete graduation requirements.

Interstate Migrant (Status 1)

A migrant student who travels between the states in search of agricultural work. For example, the student moves from Texas to Michigan seeking agricultural work.

Intrastate Migrant (Status 2)

A migrant student who travels within the state in search of agricultural work. For example, the student moves within Texas seeking agricultural work.

Language Assessment Scale - (L.A.S.)

A testing instrument to assess language proficiency.

Language Proficiency Assessment Committee - (L.P.A.C.)

A committee of teachers, principals, and parent(s) of LEP students who meet as needed to identify LEP students and to evaluate and recommend an educational plan for these students.

Last Qualifying Move - (L.Q.M.)

Based on eligibility data gathered on a state's Certificate of Eligibility (C.O.E.).

Limited English Proficient - (L.E.P.)

A classification used for identification of students limited in English.

Loans

Money borrowed by students in post-secondary institutions. This money must be repaid with interest.

Local Education Agency - (L.E.A.)

The local education agency (LEA) is the board of education or some other legal authority having administrative control over public education in a county, township, or school district.

Migrant Student Record Transfer System (M.S.R.T.S.)

A computerized information network which maintains and transfers education and health data for the nation's migrant children.

Non-Limited English Proficient (Non-L.E.P.)

A classification used for identification of students who are proficient in English.

Parent Advisory Council (P.A.C.)

Migrant parents' organization which meets monthly to discuss and evaluate specific needs and concerns of the migrant students and make pertinent recommendations for improving the migrant program with school district officials.

Portable Assisted Study Sequence (P.A.S.S.)

A correspondence self-paced course of study of mathematics, English, science and history offered to migrant students who need to complete course work in an attempt to receive credit. The program is available in California, Florida, New York, Oregon, Washington, and Wisconsin. For contact person, call (512) 787-9994 or 1-800-292-7006.

Receiving Schools

Schools that receive and enroll migrant students during the school year.

Scholarships

Money available to students to continue with post-secondary education. These can be based on his/her scholastic ability, ethnic background, financial need or college major.

Seasonal Farmworker

A migrant farmworker whose major livelihood is to follow the seasonal crops.

Skills Information System (S.I.S.)

The Skills Information System (SIS) is a structured means of recording mastery of skills in math, reading, early childhood, English and oral language. The SIS is operated by the Migrant Student Record Transfer System and its users. The reported skills become part of each student's record on the MSRTS and will thereby be available to teachers, aides, and tutors serving migrant students. This is done for grades K-8.

Supplant

Supplant is the replacing or using instead of. Migrant funds may not be used to supplant state or local funds for education.

Supplement

Supplement is the addition of migrant funds to local funds for the education of special groups of children identified under the migrant requirements.

Texas Secondary Credit Exchange

The Texas Secondary Credit Exchange was developed in 1970 to provide educational continuity for secondary migrant students. The following states participate with Texas in coordinating educational programs:

Arizona
California
Colorado
Florida
Georgia
Idaho
Illinois
Indiana
Maryland
Michigan
Minnesota
Montana
New Mexico
New York
Ohio
Oregon
Washington
Wisconsin
Wyoming

The National Advisory Council on the Education of Disadvantaged Children

This council was created for the purposes of reviewing and evaluating the administration and operation of ESEA (Title I). The Council reviews and evaluates the effectiveness of programs designed to improve the educational attainment of educationally deprived children and can make the necessary recommendations. These recommendations are submitted to the President and Congress no later than March 31st of each calendar year in the form of an annual report.

Texas Migrant Interstate Program

P.O. Drawer "Y" / Pharr, Texas 78577 / (512) 787-9994
TEXAS ONLY 1-800-292-7006

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